REPORT RESUMES

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TULANE UNIV. OF LOUISIANA, NEW ORLEANS

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DESCRIPTORS- TEACHER ATTITUDES, TEACHER CHARACTERISTICS, TEACHER EVALUATION, INTERACTION, CULTURAL DISADVANTAGEMENT, *READING ACHIEVEMENT, READING TESTS, COLLEGE STUDENTS, SCHIZOPHRENIA, GRADE 1, *LANGUAGE DEVELOPMENT, COGNITIVE PROCESSES, *ASSOCIATION TESTS, VOCABULARY DEVELOPMENT, STUDENT TEACHER RELATIONSHIP, CASE STUDIES (EDUCATION), *STUDENT CHARACTERISTICS, *LANGUAGE USAGE, COGNITIVE DEVELOPMENT,

IN PROJECT I, A FREE ASSOCIATION TECHNIQUE WAS USED TO ANALYZE CHILDREN'S VOCABULARIES IN TERMS OF DERIVATIONS OF WORDS USED, THE RELATION OF WORD DERIVATIONS TO THE CHILD'S LANGUAGE LEARNING, AND THE EFFECTS OF DERIVATIONAL STRUCTURE ON COGNITION. IT WAS FOUND THAT "FREE" ASSOCIATIONS TEND TO OCCUR WITHIN "SETS" DEFINED BY WORD SOURCES. PROJECT II INVESTIGATORS USED A 50-ITEM FREE ASSOCIATION RESPONSE TEST TO TRY TO SCALE THE DEGREE OF COGNITIVE DIFFERENCE BETWEEN DIFFERENT SUBGROUPS (COLLEGE STUDENTS AND INSTITUTIONALIZED SCHIZOPHRENICS) IN TERMS OF RESPONSE OVERLAP. HOWEVER, RESPONSE DIFFERENCES DEFIED RATIONAL SYSTEMIZATION. IN PROJECT III, SIXTY 7-YEAR-OLDS AND THEIR FAMILIES (WHITES AND NEGROES WITH LOW INCOMES) TOOK PART IN A PILOT STUDY OF TEACHER-STUDENT INTERACTION AND ITS ROLE IN LEARNING. TWENTY-SIX OF THE CHILDREN WERE DIVIDED INTO THREE EXPERIMENTAL GROUPS AND ATTENDED SCHOOL FOR 6 WEEKS. THROUGH CLINICAL INTERVIEWS, THE TEACHERS' PERSONALITIES WERE EVALUATED. DURING READING CLASSES CHILDREN WERE OBSERVED AND TEACHER INTERACTION NOTED. THE 34 CONTROL CHILDREN HAD NO CLASSES. INITIALLY ALL CHILDREN WERE GIVEN A READING TEST, INTELLIGENCE TEST AND VINELAND SOCIAL MATURITY TEST. THEY WERE ALSO GIVEN POSTTESTS IN READING. THERE WAS NO STATISTICAL SIGNIFICANCE BETWEEN EXPERIMENTAL AND CONTROL GROUPS REGARDING GAIN ON READING TESTS. TEACHER INTERACTION FINDINGS SUGGEST THAT A FIRM, UNDERSTANDING TEACHER AIDS THE LEARNING PROCESS MORE THAN AN OVERLY PERMISSIVE, PERSONAL ONE. THE FIRST 48 PAGES OF THIS DOCUMENT ARE NOT AVAILABLE FROM EDRS. (MS)

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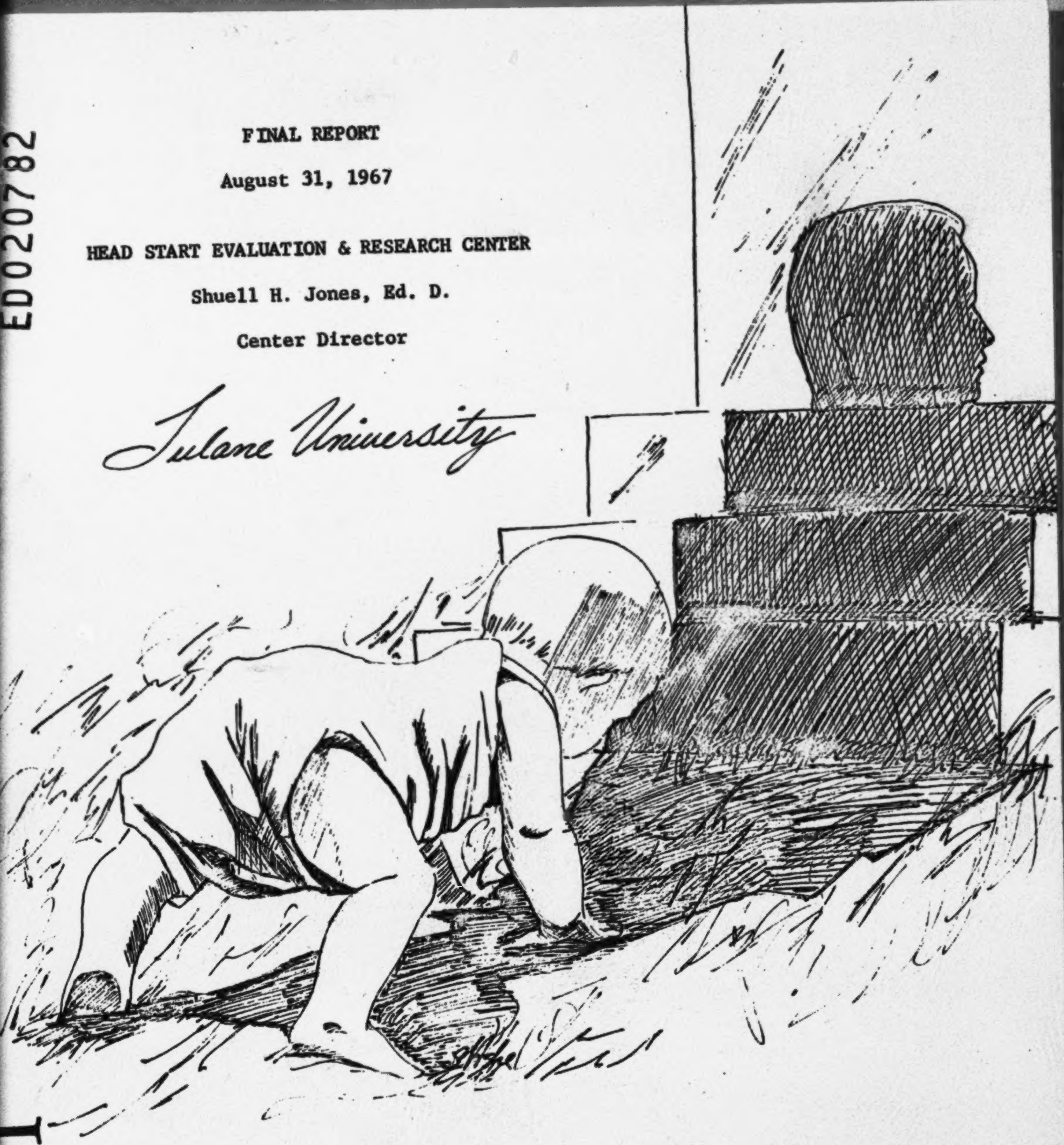
FINAL REPORT

August 31, 1967

HEAD START EVALUATION & RESEARCH CENTER

Shuell H. Jones, Ed. D.
Center Director

Tulane University



Report to the
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PS 000971

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CENTER FOR TEACHER EDUCATION

Dr. Melvin Gruwell, Director

Dr. Gaither McConnell, Early Childhood and Elementary Education

Miss Rena Wilson, Nursery School, Newcomb College

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Tulane/Southern Universities	Dr. Shuell Jones Dr. Edward Johnson	Louisiana, Alabama, Arkansas, Mississippi

I. The Research Plan

A. Project I

The first program of research concerns the analysis of the English language in terms of the derivation of words contained in the child's vocabulary, the relation of word derivations to the learning of language by the child, and the effect that the language structure (analyzed in terms of word derivations) exerts upon the cognitive structure of the child. The work already accomplished indicates that (1) children's school books introduce decreasing proportions of words of Old English derivation as age-level increases (2) that the system of Basic English contains a disproportionate number of words of Old English derivation-particularly verbs (3) that different kinds of messages tend to contain different proportions of words of Old English, Latin, and other derivations and (4) that different writers tend to use different (and perhaps characteristic) proportions of words of Old English derivation. It is proposed to continue these studies and also to:

1. Since it has been shown that elementary school readers are organized around a basic knowledge of Old English, it is hoped that the language structures of children belonging to various sub-structure groups can be studied with a view to determining the interaction of the language patterns of these children with the grammatical and vocabulary structure of the school materials. Owing to time limitations, it is felt that not much more than a beginning can be made in this area.

2. Professor Johnson (Southern University, Baton Rouge) has suggested that degree of Latinization of the vocabulary of a group of children of

a given age may constitute a valid and reliable index of the degree to which that group of children is culturally blessed or deprived (since Latinization appears to be a regular increasing function of age).

3. Finally, of course, an attempt should be made to start to formulate an answer to the basic question regarding the influence of grammatical and vocabulary structure upon cognition. If it turns out, as now appears probable, that the average American child learns the rudiments of his language in terms of Old English, (a) to what extent is this an enhancing and limiting influence on his cognitive abilities (b) what qualitative properties of cognition does this condition impose, and (c) what steps might be undertaken to improve the efficiency and scope of cognition by making changes in the nature of language and language training?

B. Project II.

The second program is related to the first, but may be carried on independently. This program is directed toward an attempt to define and measure what we have chosen to call cognitive distance between individuals and groups of individuals. The nature of the concept and the kind of measure that it is proposed to use can best be understood from a discussion of the pilot work that has been accomplished.

Basically, the concept of cognitive distance is based on the degree of overlap or communality in free-association records obtained from different individuals and groups of individuals. A standard, 50-item free association test has been constructed. This test has been given to a number of independent samples of standard size. By comparing each record with each other record and counting the number of identical free associations, it is possible to determine the degree to which two samples hold the same free associations in common. Presumably, samples drawn from highly similar populations should yield high overlap scores while samples from markedly different populations should yield low overlap scores. By using a particular sample as a reference point, it would then be possible to plot the other samples in terms of their "distance" from the reference sample. So far, samples of college men and women have been drawn from Tulane University and Southern University. As might be expected sex differences are revealed in the analysis as are differences between the schools (so that the largest "distance" occurs when both sex and institution differ). As might also be expected, the sex and institution differences are rather small in magnitude (presumably college students think pretty much alike despite the operation of such variables). At present, data are being collected from a group of young schizophrenics, and it is anticipated that these records will diverge widely from the collegiate records. If so, it is proposed to:

1. Attempt to set up an equivalent scale or free association test using different words and repeating the basic study. This would yield two forms of the test and would, we hope, demonstrate that the results obtained with the first form were not accidental in the sense of being peculiar to the use of that test.

2. Try to construct a similar scale(perhaps the one described in 1. above) that would apply over a wide range of ages.

3. Try to scale cognitive distance of different age groups.

4. Attempt to use such scales to measure the effects of different degrees of cultural deprivation and other sub-cultural features as determiners of cognitive differences.

III. Primary data collection.

A. On the basis of a pilot study, two forms of a free-association test were constructed. These were:

1. A fifty-item test designed for use with older children and adults.

2. A twenty-five item test designed to be used with children. (All of the stimulus words in this test are very common words in English and are contained in the Palermo and Jenkins (1964) norms and the Bilodeau and Howell (1965) norms.

B. The fifty-item test has been administered to the following groups:

1. Students in the College of Arts and Sciences, Tulane University, New Orleans, Louisiana (88 records).

2. Students in Newcomb College, Tulane University, New Orleans, Louisiana (38 records).

3. Male students in Southern University, Baton Rouge, Louisiana (23 records).

4. Female students at Southern University, Baton Rouge, Louisiana (36 records).

5. Male students in Grambling College, Grambling, Louisiana (26 records).

6. Female students in Grambling College, Grambling, Louisiana (31 records).

7. Male patients in Southeast Louisiana Hospital, Mandeville, Louisiana (with diagnosis of schizophrenia) (17 records).

8. Female patients in Southeast Louisiana Hospital, Mandeville, Louisiana (with diagnosis of schizophrenia) (9 records).

C. The twenty-five item test has been administered to the following groups:

1. Male and female students in the Walters School (private school) Jefferson Parish, Louisiana (grades 4, 5, 6, 7, 8, 9, 11, 12 - advanced and regular) (240 records).

2. Arrangements are being made to gather records in some schools in north Louisiana.

D. Since all of the twenty-five words in the children's test are contained in the Palermo and Jenkins (1964) study, an analysis of the data they gathered is relevent to the present study.

IV. Primary data analysis:

A. Pilot-study results indicate the general practicability of attempting to scale "cognitive distance" using a free-association technique. (To a limited extent, this feasibility had also been indicated by a previous study by Goodenough (1942).

B. Some preliminary rules for the analysis of the data described in II-B above, have been established.

C. Pilot-study results (Irion, 1966) indicate the regularity of the word-derivation phenomena. Rules have been established for analyzing the results obtained under the procedures outlined from this point of view.

V. Interim conclusions:

None

References:

Bilodeau, E.A., & Howell, D.C. Free association norms by discrete and continued methods. Washington: ONR, 1965.

Goodenough, F.L. The use of free association in the objective measurement of personality. In J.F. Dashiell (Ed.), Studies in Personality. New York: McGraw-Hill, 1942.

Irion, A.L. Language structure, the learning of language and the derivation of words. Psychol. Rep., 1966, 19, 765-766.

Palermo, D.S., & Jenkins, J.J. Word association norms: Grade school through college. Minneapolis, Minn.: University of Minnesota Press, 1964.

RESEARCH PROJECT III

Title: A pilot study of the teacher-student interaction and its role in learning.

Purpose: Can one identify teacher-student personality combinations which appear to be beneficial or adverse for learning in a classroom group setting.

Setting: The Orleans Parish Public School system will conduct racially integrated, mixed sex summer classes for children who have completed the first grade. The children are seven years of age and will have one hour each of reading language, and physical education from nine to twelve each morning. The classes will be conducted in three different schools, each class consisting of ten students.

The socio-economic background of the students is similar and is the economically deprived class of the community.

Method: Thirty students in three classes of ten each will be observed during their reading class period and their interaction with the teacher noted. Each student will receive a standardized reading achievement test at the onset and completion of the six week course of instruction. They will be tested by qualified, experienced administrators of the Stanford-Binet intelligence test. In addition, the reading and I.Q. assessments will be made on a matched control group of students who were on a waiting list, but unable to take the instruction classes, thus we will consider possible maturational effects on reading during the period under study. The Vineland Social Maturity tests will be given to all students.

The three teachers will have their personality evaluated through clinical interviews conducted by the principal investigator. The teachers will offer additional data on their reactions toward, and evaluations of each student. Environmental, family and developmental data will be obtained by a qualified social worker.

Personnel: Two of the three female teachers will be white and one will be Negro. The latter situation is a new experience for this area, wherein a Negro teacher will have a racially integrated class.

Preliminary conferences were held in the Executive offices of the Orleans Parish School System. Participation in these meetings included the Director of Educational Services, Dr. Malcolm Rosenberg; Dr. Gaither McConnell, Assistant Director of Tulane University's Teacher Education Center; Dr. Julianna Boudreaux, Director of the preschool program; Miss Crovetta, School Psychologist; Miss Elizabeth Marshall and Miss Ann McMackin, Research Assistants to this project and the Principal Investigator, Dr. Irwin M. Marcus of the faculties of Tulane University and Louisiana State University. In addition, Dr. Marcus has maintained close liaisons with Dr. Shuell Jones, Professor of Education at Tulane University and chief administrator of this project. The Binet tests will be administered by Father Tremonti, Head of the Department of Education at Loyola University, and Dr. Learn of the same Department. Miss Charlotte Jenkins, Psychiatric Social Worker will collect the data on family relationships and development.

Abstract

Project I

An attempt was made to analyze the vocabularies of various age groups and cultural groups in terms of the derivations of the words used by the members of the groups and to analyze the effects of the derivational structure of the language on cognition. A free association technique was used. The following questions were asked: (1) does the vocabulary structure of children change in its derivational components with age; (2) do children from different sub-cultural groups differ with respect to the degree of Latinization of their vocabularies; and (3) do free associations tend to occur within "sets" defined by derivational characteristics? In general, no differences due to age or to membership in sub-cultural groups were found. However, within the limits of the present study, it was demonstrated that Latin-derived stimulus words do tend to elicit Latin-derived response words and Old-English-derived stimulus words do tend to elicit Old-English-derived responses. In other words, free associations do tend to occur within "sets" defined by words sources.

II. The Research

A. Project I.

1. Introduction

The first program of research concerned the analysis of the vocabularies of various age and cultural groups in terms of the derivation of the English words contained in them, the relation of word derivations to the use of language in children, and the effects of language structure (analyzed in terms of word derivations) on cognition. A free association technique was used throughout.

Previous work had shown or suggested that: (1) children's school books introduce decreasing proportions of words of Old English derivation as age-level increases (Irion, 1966). This decrease is accompanied by an increase in the introduction of words of Latin origin, (2) the system of Basic English (Ogden, 1934) contains a disproportionate number of words of Old English derivation - particularly verbs. (3) Different kinds of messages tend to contain different proportions of words of Old English, Latin, and "other" derivation. (4) Different writers tend to use different (and perhaps characteristic) proportions of words of Old English, Latin, and "other" derivation.

The present phase of the investigation tried to determine (1) whether or not vocabulary structure changes in its derivational components with age, (2) whether or not children from different sub-cultural groups differ with respect to the degree of Latinization of their vocabularies, and (3) whether free association tends to occur within "sets" defined by derivational characteristics-i.e., do Latin-derived stimulus words tend to elicit Latin-derived response words; do stimulus words derived from Old English tend to elicit Old-English-derived response words more frequently than do stimulus words from other sources?

2. Data

A written free association test was constructed. The stimulus words were selected on the basis of pilot work and on the basis of norms published by Palermo and Jenkins (1964) and Bilodeau and Howell (1965).[1] In addition, a shorter form of the test containing only the first twenty-five stimulus words was also printed. The shorter form was intended for use with children.

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[1] The stimulus words used in the test are presented below in their test-determined order: Blossom, Head, Cheese, Wish, River, Blue, Green, Earth, Hand, Light, Child, Girl, Woman, Short, Afraid, Cold, Dark, Long, Table, Hard, Scissors, High, Boy, King, Man, Tall, Deceive, June, Drag, Allow, Garter, Bitter, Command, Hammer, Bag, Us, Broader, Pretty, Dial, Always, Compact, Between, Pool, Smoke, Sour, Square, Butterfly, Memory, Music, Yellow.

In addition to the data obtained by using this free association test, published data from Palermo and Jenkins (1965) were analyzed when such analysis was appropriate to the purposes of the present investigation.

The free association tests were administered to students of the College of Arts and Sciences (male subjects) and Newcomb College (female subjects) of Tulane University, and to male and female students in Southern University, Baton Rouge, Louisiana, and to male and female subjects in Grambling College, Grambling, Louisiana. In addition, the shorter form of the test was given to students at various grade levels of the Marjorie Walters School in Metairie, Louisiana (suburban New Orleans)[1] - a predominantly white student group, and to some of the public schools in Ruston, Louisiana (predominantly Negro) and in the Laboratory School associated with Grambling College, Grambling, Louisiana (also predominantly Negro). In all, more than 500 records were obtained although some of these had to be discarded as incomplete.

3. Findings

a. Vocabulary structure as related to age.

Although there was a slight tendency for the percentage of Latin-derived responses to increase as a function of age, this tendency was not significant in a statistical or in a practical sense. In this respect, free-association outputs tend to differ from educational inputs since it has been demonstrated in earlier work that school materials show a strong trend toward increasing Latinization with increasing grade level.

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[1] Special thanks are due to Mr. G. Lynn Walters, Principal of the Marjorie Walters School, Metairie, Louisiana for his help and cooperation in obtaining data from the children in the Marjorie Walters School.

b. Vocabulary structure as related to sub-cultural groups.

Professor Edward E. Johnson of Southern University in Baton Rouge had suggested that the degree of Latinization of a child's vocabulary might prove to be a useful index of the degree of cultural deprivation previously experienced by the child. Since it appeared that the vocabularies of older children generally contain a higher proportion of Latin-derived words than do the vocabularies of younger children, it seemed reasonable to predict, before the onset of the present study, that Latinization would proceed at a faster rate in children from blessed than in children from deprived cultural environments. The results obtained from the children tested in the present investigation do not lend support to this hypothesis. White children from private school do not differ in a meaningful way from Negro children from a superior Laboratory School, and neither group of children differs from the group of Negro children from public schools. However, among the adults tested, there is a suggestion that Professor Johnson's hypothesis may have merit although not quite in the stated form. There seems to be no particularly strong tendency for white college students to show a greater Latinization of associations than Negro college students (or a decreased number of Old English-derived associations relative to the Negro students). There is a statistically significant tendency for white male college students to give more associations than Negro male college students from the category of words derived from neither Latin or Old English. The same conclusion can be reached, although with less confidence, concerning the female subjects. Table I shows the number of different responses in the different derivational categories for the several groups.

Table I

Number of different response words broken down by derivational category for each of the experimental groups

	DERIVATIONAL CATEGORY			
GROUP	Latin	Old English	Other	Total
Tulane U. Males	38.00	102.50	54.50	195.00
Tulane U. Females	55.50	119.50	53.00	228.00
Southern U. Males	33.00	87.50	35.50	156.00
Southern U. Females	34.50	91.67	46.83	173.00
Grambling Males	28.50	99.00	21.50	149.00
Grambling Females	24.00	89.33	27.67	141.00

It is probably safe to conclude that, within the confines of the populations tested, white college students tend to show a greater diversity of associational responses than do Negro college students, and that they tend to get their responses from a greater variety of derivational sources.

c. Contigency relations between stimuli and responses in terms of word derivations.

The findings presented here result from an analysis of the data presented by Palermo and Jenkins (1964) for grades 4, 6, 8, 10, and 12.

An equal number (twenty-six) of Latin-derived and Old English-derived stimulus words were selected from all of the stimulus words used by Palermo and Jenkins. Responses to these stimulus words were tallied separately and according to whether the response words were derived from Old English, Latin, or "other" sources. The results indicated that Latin stimulus words elicit approximately twice the number of Latin responses as do Old English stimulus words. Old English stimulus words, on the other hand, tend to elicit approximately six times as many Old English response words as Latin response words. Finally, Old English stimulus words elicit about 30% more Old English response words than do Latin stimulus words.

In short, the systems of Latin-derived and Old English-derived words tend to retain their independence as associational systems within the subjects. As might be expected, there is a tendency (albeit a slight one) for the degree of this independence to decrease with increased grade level. It may also be observed that Latin-derived stimulus words tend to evoke more responses from the "other" category than do Old English-derived stimulus words.

The principal findings of this investigation are shown in Table II.

Table II

Proportion of Old English, Latin, and "other" responses occuring to Latin-derived and to Old English-derived stimulus words for grades 4, 6, 8, 10, & 12.

Response Derivation	Grade 4	Grade 6	Grade 8	Grade 10	Grade 12
			Latin Stimulus Words		
Old English	.57	.55	.52	.53	.53
Latin	.22	.23	.23	.23	.24
Other	.21	.22	.25	.24	.23
			Old English Stimulus Words		
Old English	.73	.71	.70	.68	.70
Latin	.11	.11	.14	.15	.14
Other	.16	.18	.16	.17	.16

Abstract

Project II

Pilot work had demonstrated that persons from homogeneous cultural backgrounds tend to give more of the same free associations to a given set of stimulus words than do people from hetereogeneous cultural backgrounds. The possibility existed, therefore, that degree of cognitive difference between different sub-groups might be scalable in terms of the degree of overlap of free association responses to a standardized testing situation. A number of sub-cultural groups were tested and systematic differences in degree of response overlap were obtained, but these differences seemed to defy reasonable or rational systematization. Although work on this project is being continued, as far as the study reported here is concerned the scaling of cognitive differences by assessing the degree of overlap of free association responses does not appear to be a fruitful technique.

B. Project II.

1. Introduction.

Pilot work undertaken over the last several years had indicated that individuals from homogeneous cultural backgrounds tend to give more of the same free associations to a given set of stimulus words than do people from heterogeneous cultural backgrounds. That is to say, within a homogeneous sub-cultural group there tends to be a greater degree of overlap of free associational responses than is found in the population at large or is found between two different sub-cultural groups. These findings were taken to indicate that people within a homogeneous group tend to think alike - that the cognitive structures of people within such groups would show considerable similarity. Accordingly, it was felt that the degree of cognitive differences between various sub-cultural groups could be measured in terms of the degree of overlap of free association responses obtained under controlled circumstances. It is to be noted that there is no suggestion that one cognitive structure is better than another or is to be preferred to another on a priori grounds. However, it was felt that it might be possible to measure the average cognitive distance between distinct, indentifiable sub-cultural groups.

2. Data

The same free association test employed in Project I was used, as were the data obtained for use in Project I.

In addition, it was felt that a group should be included that would differ markedly in its cognitive characteristics from the other groups. Accordingly, a sample of free association records was obtained from patients diagnosed as schizophrenics and hospitalized at the Southeast Louisiana Hospital in Mandeville, Louisiana.

For certain technical reasons, it did not prove to be possible to use the free association data obtained from the groups of children described under Project I.

3. Findings

In general, the results were disappointing. Seven different groups were used (Tulane University male students, Tulane University female students, Southern University male students, Southern University female students, Grambling College male students, Grambling College female students, and diagnosed schizophrenics). In addition, an extra group of Tulane University male students was tested so that the comparison of these two groups could be used as an arbitrary "zero point" in constructing the resulting scale. The scale that was obtained showed the following order: Tulane males (by definition at zero) Grambling females, Grambling males, Southern females, Tulane females, schizophrenics, and Southern males. (See Scale 1, Figure 1). While it might be expected that the various college groups would fall close together and that their order might well fall in a chance arrangement, the intrusion of the schizophrenic group as lying between the Tulane female students and the Southern male students came as an unwelcome and inexplicable surprise. A second scaling was undertaken, this time using the most internally consistent pair of other groups as the zero point (which pair turned out to be Grambling College males *vs*. Grambling College females). Using Grambling males as a reference point, the cognitive distance scale took the following order: Grambling males and females, Southern females, Southern males, schizophrenics, Tulane males and Tulane females. (See Scale 2, Figure 1). When Grambling females are used as a reference group, the order becomes: Grambling males and females, Southern females, Southern males, Tulane males, schizophrenics, and Tulane females (See Scale 3, Figure 1).

Again the intrusion of the schizophrenic group into the otherwise fairly orderly progression is inexplicable and casts grave doubt upon the usefulness of the technique.

It is possible, of course, that the data from the schizophrenic subjects are somehow at fault since, without these data, some degree of sense can be made of the arrangements. However, time did not permit the checking of this point since it would have been necessary to wait for the Southeast Louisiana Hospital to accumulate another comparable sample of incoming schizophrenic patients.[1]

Bilodeau, E. A., & Howell, D. C., *Free association norms by discrete and continued methods*. Washington: Office of Naval Research, 1965.

Irion, A. L., Language structure, the learning of language, and the derivation of words. *Psychol*. *Rep*., 1966, *19*, 765-766.

Ogden, C. K. *The system of basic English*. New York: Harcourt, Brace, 1934.

Palermo, D. S., & Jenkins, J. J. *Word association norms: Grade school through college*. Minneapolis: University of Minnesota Press, 1964.

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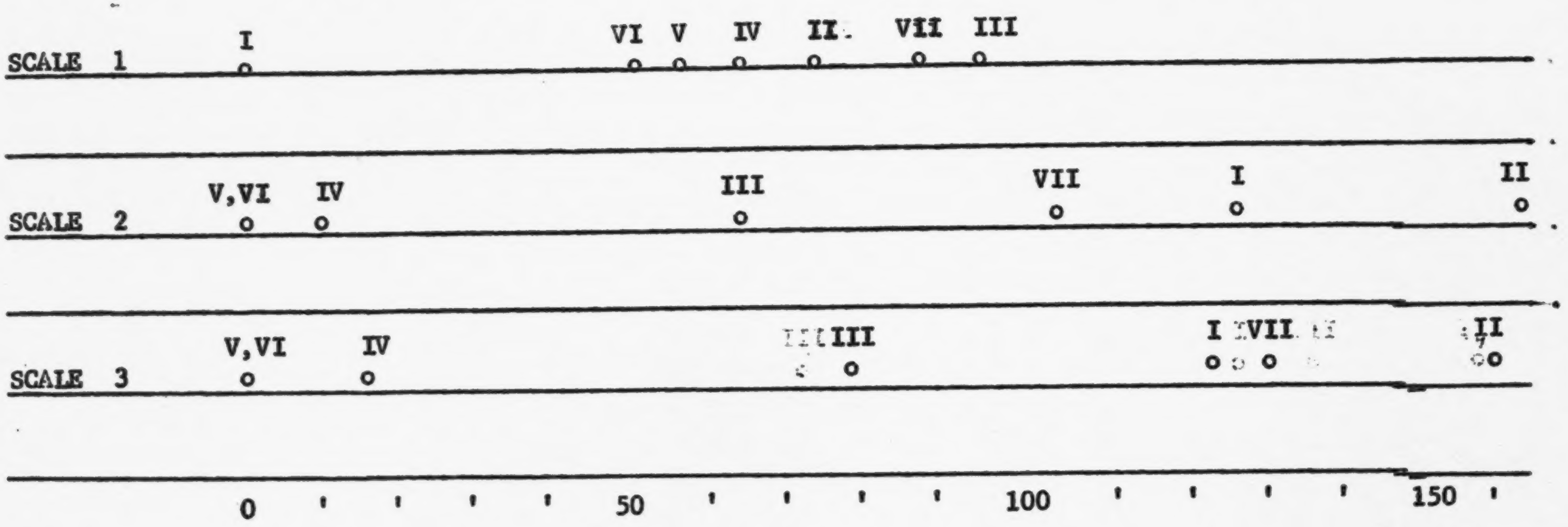
[1] Since the termination of work on the project being reported here, additional data have been obtained from the Southeast Hospital. Also, additional work on the scaling of cognitive distances has been undertaken in a military setting. A considerable number of military personnel of differing cultural backgrounds and attainments have been tested. All of these data are in the process of being analyzed.

Figure 1. Three Cognitive Distance Scales

Key:

I	Tulane University Males
II	Tulane University Females
III	Southern University Males
IV	Southern University Females
V	Grambling College Males
VI	Grambling College Females
VII	Diagnosed Schizophrenics



I. Personnel

A. The following individual has been employed to work on Project III.

Irwin M. Marcus, M.D.

Curriculum Vitae

Born: March 18, 1919

Marital Status: Married, 3 children.

Education:

B.S.	1939	University of Illinois
M.D.	1943	Columbia University, College of Physicians and Surgeons
	1946-49	Psychiatry - Psychoanalysis, Psychosomatic Medicine; Cook County Hospital, Chicago, Ill.
	1946-48	Manhattan State Hospital, New York City
	1949-51	Child Guidance Institute, New York City
		Hawthorne-Cedar Knolls Institute, New York City
		Council Child Development Center, New York City

Experience:

1949-51	Faculty, Columbia University, Associate Psychoanalyst, Department of Psychiatry
1951-56	Associate Professor of psychiatry, Tulane University
1956-present	Clinical Professor of Psychiatry, L.S.U. Medical Center
	Senior Visiting Physician, Charity Hospital
	Senior Staff, Touro Infirmary

1951-present	Lecturer, Tulane University School of Social Work
1966-present	Lecturer, Tulane University, Center for Teacher Education
1951-present	Senior Consultant, Department of Public Welfare, Children's Division
	Consultant, Family Service Society
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Publications:

Diagnostic Problems with Adolescents. Bul. Tulane University Med. Fac., Vol 14, 1954

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ABSTRACT

Irwin M. Marcus, M.D.*

Principal Investigator

Title: A pilot study of teacher-student interaction and the learning response.

Subjects: A total of sixty children and their families participated in the study. Twenty six became experimental subjects and thirty four remained as controls. The groups were comparable. The races were mixed in each group. Thirty four were white and twenty six were Negro children.

Personnel: Two graduate students, Miss Elizabeth Marshall and Miss Ann E. McMackin visited classrooms daily. Father Tremonti and Dr. Learn of the Loyola University Department of Education tested all the subjects with the Stanford-Binet at the onset of the study. Consultants included Miss Lorraine Crovetto, psychologist, and Dr. Julianna Boudreaux, Director of Elementary Education of the School System. Teachers of the

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The author wishes to express his appreciation to Dr. Shuell H. Jones, Director of the Headstart Evaluation and Research Center; Dr. Gaither McConnell, Assistant Director of Teacher Education Center; Dr. Melvin Gruwell, Director of the Teacher Education Center and Dr. Malcolm Rosenberg, Assistant Superintendent of the Orleans Parish Schools.

three classes included Miss Arden Allen, Mrs. Rosina Howard and Miss Julia Escaig, Miss Charlotte Jenkins, the psychiatric social worker conducted interviews of the families in their homes.

Method: Three groups of ten students in each class and their three teachers were observed during a one hour language class which was conducted for a six week period. Each class was in a different school (McDonogh #1, George Washington and William Frantz). The children lived in the general area of their school. Four students dropped out at the onset, thus the groups were two of eight each and one of ten. All the experimental subjects and thirty four control students had completed the first grade and were recommended by the teachers as being in need of further help to prepare them for the second grade.

The experimental subjects and controls received the standard intelligence test, Vineland Social Maturity Scale, and a reading achievement test (California W-X forms) at the onset of the study. The teachers were interviewed individually in a personality survey by the author. The teachers' actions were both observed and obtained in discussions throughout the study and again at the conclusion by the research team. The reading achievement tests were repeated at the end of the program. Family and personal histories were obtained through home visits of the subjects.

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THE PROBLEM

During this summer of 1967, the school system established classes for a six week period. The students were those recommended for additional help following the first grade of school and came from areas in the city that would be considered underprivileged. It was our desire to use this opportunity for direct classroom observations of the interaction between the teacher and the student, to see if any factors could be recognized that might shed light upon their progress or lack of progress during the prescribed period. Secondly the classes would be integrated and in one group the students would be taught by a Negro teacher. This would allow us the opportunity to sample the interactional responses of white students to a Negro teacher in an integrated classroom. White students have been taught by Negro teachers in other situations and in other areas. However, this was unique for our particular setting and we wondered if the family attitude would transmit itself through the student and influence the learning response. The classroom observations would also offer us the opportunity to see whether or not reactions on the part of the teacher would play a role in the student response. The question then resolves itself to study personality reactions that are stimulated in a c child by a particular family setting and the transaction with the teacher's personality and her teaching techniques. Finally, it would be of interest to know whether or not a six week learning expprience is of any value to these students. We selected one class in each of three different schools and compared them with students who were considered of equal need, but due to limitations of space were not able to receive this instruction. We studied the interaction of the students with three different teachers and the progress of the three groups were compared with the control groups.

SUBJECTS

The experimental subjects were initially three groups of ten students and their three teachers. Due to four early dropouts in the experimental group, the number of students decreased to twenty six. The control group consisted of thirty four children. The groups were comparable, the races were mixed in each group. A total of thirty four students were white and twenty six were Negro.

The families of the experimental subjects were included in the study.

METHOD

The three groups of students were observed in their classromms during a one hour morning language period. Each class was in a different school from three different areas. The children lived in the general area of their schools. Both the experimental subjects and the controls received the standard intelligence test initially, as well as the Vineland Social Maturity Scale, and a reading achievement test, using the California W-X forms at the onset of the study. The teachers were interviewed individually in a personality survey by the author, and the teachers actions as well as the children's responses were observed, as well as obtained in discussions throughout the study, and again at the conclusion of the study. The reading achievement tests were repeated at the end of the program. Family and personal histories were obtained through home visits of the subjects.

Findings: There was no statistically significant difference between the experimental subject and control groups regarding gain over the six week period on the reading achievement tests. In comparing the three classes, however, the experimental subjects in one had a statistically significant improvement over the other two groups. Whereas, the other two did not differ significantly in their experimental subjects regarding change.

The Negro teacher's group was one of those that did not show any significant change; however, all of the children in her class that went down in their achievement tests were white. The Negro children in the Negro teacher's class behaved better than the white. She appeared to be inhibited in disciplining the white children. Her personality in general tended toward being too permissive.

The White teacher whose class did the best in achievement maintained better discipline in the class. She used incentive techniques for performance, she showed no favoritism, and her class showed good motivational responses to learning.

Taken as a whole, the experimental subjects did better than the control groups, but the difference was not a statistically significant one.

In two of the three classes the experimental subjects did excel their control groups.

When the experimental subject and control groups are divided into high, medium and low I.Q., there was no significant difference in achievement gain on the basis of I.Q.

The I.Q. Group means do suggest a trend toward better performance by the medium I.Q. experimental group. This suggests that the level of stimulation was geared to the medium I.Q. group.

The higher I.Q. experimental group was next in achievement and did far better than its control.

When the three control groups were compared: the class with the most gain in experimental subjects also showed a gain in their control group. Thus, there was an uncontrolled variable inherent in that school situation that promoted reading achievement. However, the superiority in their experimental group could not be wholly explained in terms of this uncontrolled variable.

The experimental group in this class showed a trend toward a larger gain than did their control group.

The interpersonal patterns between student and teacher and student and family were studied in detail and compared with their learning performance. These details will be found in the final report.

In general, the emotionally immature child who is "babied" at home and responded to on a personal basis by the teacher, tends to remain immature and even lose ground on the reading achievement tests.

The homes which lack organization tend to produce a need in their children for organization and discipline in the classroom situation. When the latter is lacking, they respond poorly and learning suffers.

Children who had a disturbance in their ability to establish a relationship with the teacher tend to foster a "giving up" by the teacher, and the learning achievement is diminished. Children who are aggressive and responsive to the teacher's discipline learn very well.

Children with a poor relationship with their mother or a mother substitute at home and are able to respond to the teacher show improved learning.

Two teachers thought they were firm with their teaching techniques and they were actually quite permissive.

Conclusion: The stimulation offered by the program during the summer, however limited, was beneficial to those in the higher I.Q. groups. The low I.Q. experimental group did less well than its control, suggesting that the classroom level might have been too advanced for these students, thus producing a frustrating situation.

A teacher who is firm in her attitudes, but understanding can focus on the subject matter to be taught without being overly personal with the students, and achieve excellent results in the learning progress.

Overly permissive teachers may fail to supply the organization and discipline a child needs, especially when the children come from unorganized or disorganized homes and the learning suffers.

The child who is "babied" at home is not helped by an overly personal approach by the teacher.

Negro teachers who are reluctant to discipline white children will have to overcome this tendency; otherwise the learning process may suffer.

Teachers are not always aware of their personality attitudes in teaching.

Suggestions for further work:

1. Study the rate of progress in learning when the I.Q. spread is small and the stimulation is aimed more accurately to their own level.
2. Further exploration of the mixed race situation between teacher and student.
3. Educate Negro teachers in the potential pitfalls of teaching white children, to enable them to overcome the problem of inhibition or overreaction in relationships.
4. Study the use of more firm discipline in the classroom with disadvantaged children.

FINDINGS

Table I shows that there are age differences among the six small groups, but the total Experimental Group mean age and total Control Group mean age are, for all practical purposes, equivalent.

Table II illustrates the differences in subject-selection criteria for the three schools. A school and B school selected the brighter students for the program, while C school excluded the brighter children and included the less bright. Here again, the Total Experimental Group I.Q. and Total Control Group I.Q. are equivalent. (See Table XIII).

Tables III and IV show the sex and race breakdowns in the six groups.

Table V shows the mean social ages and social quotients as measured by the Vineland Social Maturity Scale. A and B are approximately equal, but C is markedly lower--a fact which is not surprising in view of the lower mean I.Q. score in the C Experimental Group.

Table VI includes the three mean achievement scores for all six groups. Looking at Table VII, one sees that there was no significant difference in achievement gain for the Total Experimental Group vs. Total Control Group. There was, however, (see Table VI) a trend toward better performance in the Experimental Group than in the Control Group (Mean change .01 vs. -.16).

Table VIII shows a significant between-groups term when the three Experimental Groups are compared. Orthogonal comparisons reveal that Frantz differed significantly (.05 level of probability) from the other two schools. The B Experimental Group showed greater improvement than the other experimental groups.

Similarly, Table IX shows a significant Between-Groups Term when the three Control Groups are compared. The B control group did better than C and A control groups, and the A control group showed less achievement loss than the C control group. Thus, both the B experimental group and the B control group showed significantly more achievement gain than the other two Experimental and Control groups, respectively. This fact indicates that there is some uncontrolled variable, inherent in the B school situation, that promotes reading achievement.

The B Experimental Group's superiority over the other two Experimental Groups cannot be wholly explained in terms of this uncontrolled variable. Table X shows that although the difference between the B experimental group and the B control group was not statistically significant at the .05 level of probability, the Experimental Group showed a trend toward larger achievement gain than the Control Group.

The C experimental group showed a trend toward a smaller loss than did its control group (Table XI).

The A Experimental Group and its control differed very little (Table XII).

Thus, in two of the three schools the experimental groups excelled their control groups. In the other school, there was no difference between the experimental group and the control group. Taken as a whole, the experimental group did better than the control group, but this difference was not statistically significant. (See Tables VI and VII).

Table XIV shows that when experimental and control groups are divided into High, Medium and Low I.Q. subjects, there is no significant difference in achievement gain, on the basis of I.Q. The I.Q. group means do suggest a trend toward better performance by the Medium I.Q., experimental group--

(Table XV), suggesting that the level of stimulation in the school situation was geared to this group. The High I.Q. Experimental Group was next in achievement, doing far better than its Control Group--indicating that the stimulation offered by the program, however limited, was beneficial to the summer school students of high intelligence. The Low I.Q. Experimental Group did less well than its control--suggesting that the classroom level might have been too advanced for these students, thus, producing a frustrating situation.

TABLE I

Mean Age

School	Experimental	Control
A	7 yr. 0 mo.	7 yr. 2 mo.
B	7 yr. 0 mo.	7 yr. 8 mo.
C	7 yr. 2 mo.	6 yr. 10 mo.
	7 yr. 1 mo.	7 yr. 3 mo.

TABLE II

Mean I.Q.

School	Experimental	Control
A	105.88	95.25
B	103.00	90.50
C	91.56	106.12
	99.80	97.28

TABLE III

Sex Breakdown

School	Experimental		Control	
	Male	Female	Male	Female
A	5	3	4	4
B	5	3	4	4
C	4	5	5	3
	14	11	13	11

TABLE IV

Race Breakdown

School	Experimental		Control	
	White	Negro	White	Negro
A	7	1	6	2
B	3	5	2	6
C	6	3	6	2
	16	9	14	10

TABLE V

Mean Vineland (Experimental)

School	S. A.	S. Q.
A	8.12	115.88
B	8.44	119.75
C	7.98	109.22
	8.17	114.72

TABLE VI

Mean Achievement Scores

School	Experimental			Control		
	Before	After	Gain	Before	After	Gain
A	1.64	1.52	-.11	1.48	1.41	-.06
B	1.48	1.65	.18	1.38	1.42	.05
C	1.54	1.52	-.02	1.75	1.60	-.15
	1.55	1.56	.01	1.53	1.48	-.16

TABLE VII

Achievement Gain

Total Experimental vs. Total Control

Source	df	SS	MS	F
Between Groups	1	8	8	2.2
Within Groups	46	166	3.61	
TOTAL	47	174	3.7	

*Differences not significant at either 1% or 5% levels.

TABLE VIII

Achievement Gain

Between All Three Experimental Groups

Source	df	SS	MS	F
Between Groups	2	33	16.5	4.85*
B vs A & C	1	27	27	7.94**
A vs C	1	6.25	6.25	1.84
Within Groups	21	71	3.4	
TOTAL	23	104		

*Differences significant at 5% level.

**Differences significant at 5% level.

TABLE IX

Achievement Gain

Between All Three Control Groups

Source	df	SS	MS	F
Between	2	16	8.00	3.65 > 3.47
C & A vs B	1	13.02	13.02	5.95 > 4.32
C vs A	1	10.56	10.56	4.82 > 4.32
Within	21	46.00	46.00	
TOTAL	23	62.00	62.00	

TABLE X

Achievement Gain SCHOOL B

Experimental vs Control

Source	df	SS	MS	F
Between	1	6	6.00	2.80 < 4.60
Within	14	30	2.14	
TOTAL	15	36		

TABLE XI

Achievement Gain SCHOOL C
Experimental vs Control

Source	df	SS	MS	F
Between	1	10	10	4.24 < 4.60
Within	14	33	2.36	
TOTAL	15	43		

TABLE XII

Achievement Gain SCHOOL A
Experimental vs Control

Source	df	SS	MS	F
Between	1	1	1	.25 < 4.60
Within	14	55	3.93	
TOTAL	15	56		

TABLE XIII

I.Q. Scores: Experimental vs Control

Source	df	SS	MS	F
Between	1	108.00	108	.46 < 4.05
Within	46	10914.00	237	
TOTAL	47	11022.00		

TABLE XIV

High, Medium and Low I.Q. Groups

Source	df	SS	MS	F
Experimental	2	9	4.5	$1.324 < 3.22$
vs				
Control	1	8	8	$2.353 < 4.07$
Interaction	2	14	7	$2.059 < 3.22$
Residual	42	143	3.4	
TOTAL	47	174		

TABLE XV

Mean Change in Achievement Scores

	Experimental	Control
High I. Q.	.05	-.16
Medium I. Q.	.09	.00
Low I. Q.	-.06	.00

TABLE XVI

The Experimental Subjects

SCHOOL A

CHILD	ATTENDED KINDERGARTEN	NO. of TIMES in FIRST GRADE	I.Q.	READINESS SCORE DURING 1ST GRADE	READINESS in 6 WEEKS SUMMER COURSE Before	After
1	Yes	2	97	34	18	33
2	Yes	2	86	26	45	39
3	Yes	1	123	61	39	35
4	Yes	1	82	46	58	45
5	Yes	1	106	41	45	33
6	not enrolled	-	96	--	46	36
7	Yes	1	131	67	76	77
8	Yes	1	126	75	74	71

TABLE XVI

SCHOOL B

CHILD	ATTENDED KINDERGARTEN	NO. of TIMES in FIRST GRADE	I.Q.	READINESS SCORE DURING 1ST GRADE	READINESS in 6 WEEKS SUMMER COURSE Before	After
1	no records	-	105	--	30	47
2	-	-	98	--	41	47
3	Yes	1	111	62	52	63
4	no records	-	136	--	67	70
5	Yes	1	102	20	46	50
6	Yes	1	89	25	28	39
7	Yes	1	90	41	52	46
8	No	1	93	21	46	45

TABLE XVIII

SCHOOL C

CHILD	ATTENDED KINDERGARTEN	NO. of TIMES in FIRST GRADE	I.Q.	READINESS SCORE DURING 1ST GRADE	READINESS in 6 WEEKS SUMMER COURSE Before	After
1	Yes	1	86	28	38	34
2	Yes	2	83	31	41	37
3	Yes	1	104	56	54	69
4	--	-	104	--	45	50
5	No	1	108	--	44	44
6	No	2	79	32	46	48
7	Yes	1	121	38	53	37
8	No	1	97	56	67	55
9	No	1	75	39	51	54

The teacher in school A was a young, attractive, single woman. The confidential data obtained in the interviewing of this teacher cannot be indluded in this report. However, she was a warm, sensitive basically healthy personality who is conscientious in her teaching attitudes and who was widly traveled. Her attitude towards children and marriage appeared to be healthy and in keeping with our cultural standards. She did not consider herself to be a person who was strict with discipline.

In school A there were eight subjects. Six of the subjects showed a mild degree of loss in terms of achievement level, and two showed an increase. In the comparable control group, five of the students showed an increase, three showed some loss, and two were unchanged. The first child in this group will be called "A1". Her I.Q. was 97, her Vineland was 123, and her achievement scores went from 18 to 33. This rise was perhaps influenced by the fact that her initial testing was done without wearing glasses and the final testing with glasses. Physically, this child appeared to be poorly dressed and looked tired a great deal of the time. In her classroom activity, she appeared inattentive and somewhat withdrawn, appeared to crave approval and generally had a dull expression on her face. She liked the teacher, but seemed to be shy, passive, and depressed. In the classroom she would frequently stare into space or pick her nose. The teacher felt that her prospects were quite limited because the mother appeared to be unconcerned about the child's physical appearance and the wearing of glasses. The teacher was responsive to this child, appeared to be tolerant of her and would occasionally brush the child's hair from her eyes, and did at times make efforts to get the child's attention. This little girl had poor peer group relationships. She did not like boys and when she would feel frustrated in class she would occasionally hit another child. The family did value education, but appeared to be unaware of the child's depressive and passive attitude in school. In fact, they tended to see the child as being an "aggressive tom boy." There were many children in this family. The child's early development was not unusual. The discipline that this child received appeared to be primarily at school, whereas, at home the parents apparently overindulged the child. The parents presented a picture of being organized people in view of their activities, on the other hand, they did not appear to be practicing organization in the home. In this situation, one could see that there is a difference in the overt behavior of the parents and what apparently occurred in the home. On the surface it appeared as if the parents were strict with the child. Actually there was considerable indulgence and lack of discipline at home. In classroom interaction the teacher tended to indulge the child, whereas this child appeared to respond better to firmness and discipline. In spite of the increase shown in her testing during the six week period, there was only a little improvement in the child's use of phonetics and in general not much improvement in classroom performance, with the child missing class during the latter half of this phase and frequently attending without glasses.

Child "A2" had an I.Q. of 86, a Vineland of 109, and in the reading achievement test went down, scoring from 45 to 39. This child was a large child who had a strabismus, but did not wear glasses. In class, the child appeared to be having a marvelous time giggling, enjoying the class, boisterous, but reading very poorly. He liked the teacher and had been learning English at school, having previously spoken Spanish. This child primarily was a follower and tended to be disruptive when with the disruptive children in the class. The teacher was concerned about his visual problems and considered him a slow student. She was warm toward this child and had good relations with him, and had a tendency toward being over protective, frequently finding excuses for his misbehavior. The father was frequently absent from home. The parents were from Central America, and the mother was responsible for the discipline in the home. The mother's personality structure was such that she tended to be a shy, withdrawn person and was preoccupied with the mothering job of feeding the children. This child's development was somewhat slower, having been weaned at three years of age and had been enuretic until five years of age. The problems of this child included the language barrier, although he is readingg the eye problem should be taken into account. This child was being indulged at home and evoking a certain amount of indulgence in the classroom situation on the part of the teacher. By the end of the period of instruction, however, there was improvement in his vocabulary and he did become much more responsive to instruction toward the end of the six weeks, with some improvement in reading. However, his achievement tests reflected some decline.

Child "A3" had an I.Q. of 123, and in the reading achievement test there was some decline from 39 to 35, but he was resistive to the final testing. His Vineland Social Maturity Scale was 143. He was functioning considerably below his potential and his personal development appeared to be good, He was bright and alert in class, physically larger than the others. He seemed to have an easy going casual relationship with the teacher and liked her, but was figidity and nervous. He was playful, and spontaneous, self assured and with some cockiness in his attitude. He read very slowly, in a monotonous manner and seemed quite bored when other children were reading. The teacher felt that he was quite babyish and whiny and somewhat annoying as a "busybody". His verbal skills gave the false impression to others of maturity. On the other hand, she felt that he was a somewhat slow-average child. The parents were interested in the child getting a good education. His anxiety was seen in frequent requests to be excused from the classroom to go to the bathroom. It is noted that this child's two older siblings have been slow in this school and we feel that the teacher's attitude toward the family as being slow learners was contributing to her impression of his being a slow learner. This child was not responsive to the teacher and was immature and demanding of her attention and showed a good deal of preoccupation and fixation on food and eating. The discrepancies in the child's actual potential and the teacher's view of him, would suggest some unconscious rejection and some awareness of the rejection on the part of the child. His behavior did not improve during the six week period, but there was some improvement in comprehension, phonetics and some expansion of his vocabulary.

Student "A4" had an I.Q. of 82, a Vineland of 99, and his reading scores went down from 58 to 45. He was a small child, inattentive, but playful in class. He was frequently disruptive and restless, but he maintained good social relationships. He reflected the attitude of liking school, but said that he didn't like the teacher in the previous grade. The teacher's response to him included a certain amount of physical contact such as patting him on the head. In this home, the older sister, who is 14 years of age, has been assuming the maternal role and there is an absence of a father in their home. This child obviously lacked self discipline, and was emotionally immature and there was a serious conflict between the sister and mother. Here was a difference in opinion, the teacher did not see the child with the same degree of immaturity as our own observations suggested. She felt that the child had made progress in the class and did not feel that he was a problem. The child gave us the impression that he really needed a firmer, more disciplined situation in the classroom since there was an absence of real authority in the home for his identification. We believe that this factor contributed to his immaturity and to the relatively poor performance.

Child "A5" had an I.Q. of 106, with a Vineland of 110, and his reading achievement scores went down from a score of 45 to 33. He was a small child, quite alert and outgoing, cooperative, but not aggressive. He did participate in class, but there was a certain noticeable restlessness. He was friendly with his peers and not aggressively competitive. The teacher liked this child, in fact, I would say he was a favorite. He did perform for her and he seemed to be easy to correct. He responded well to the teacher and he considered her his favorite in the school. However, it seemed as if not too much was expected of him in the classroom and there was a degree of permissiveness with this child. His developmental background indicated that he was weaned rather late, at four years of age. The child showed irregular attendance at school. His behavior remained the same during the six weeks, which was fairly good, and there was some evidence of improved vocabulary and comprehension and steady progress. The home setting was not demanding of the child, and there was evidence of immaturity and lack of self discipline. The mother had considerable resentment toward her former divorced husband. The mother also showed considerable attachment to her own mother. This was another situation in which a more firm disciplinary approach would be indicated.

Child "A6" was a Negro boy who had an I.Q. of 96, a Vineland of 103, and his reading went down from 46 to 36. He had repeated the first grade. He participated well in class, appeared to be an attentive, quiet child, was cooperative, but slow in his approach to problems. The peer group tended to overlook him. He was the only Negro in the class and had been a transfer student. The teacher did not know him very well, but considered him an eager sweet child. He seemed to like school, but still had attachments to his previous class. In this classroom setting, it appeared as if neither the teacher nor the child were involved with each other. The home situation was orderly, even to the extent of some rigidity, and the child appeared to be gathering much of his affection from his grandmother. His inhibited aggression with mild depression and withdrawal appeared to be part of the personality picture. The teacher did not observe any change in his learning ability during this period.

Child "A7" had an I.Q. of 131, with a Vineland of 115, and reading scores which went up slightly from 76 to 77. The child wore glasses to correct a strabismus. He tended to be focused on the teacher, enjoyed praise, and had a competitive wish to be the first one finished in class work. The teacher had taught other children from this family and she felt close to them. She recognized the brightness of the child as well as his ability. The child enjoyed the teacher as his favorite and also enjoyed reading. He socialized well, but was not distracted by the others in the class. The teacher seemed less involved with the child, whereas the child focused considerably on the teacher, but he was very much accepted by her. In the home his father was recognized as the authority and was very proud of his bright children and very desirous of their achieving a higher education. The child was strongly motivated to learn, but perhaps had not shown as much improvement as expected because of the overall lower level of the class. This child showed a strong ability to identify with the teacher and did show indications of being an improved student.

Child "A8" had an I.Q. of 126, with a Vineland of 125, his reading went down from 74 to 71, but this is altered by the fact that he objected to the final test. He was a larger boy and bright. In class, he had a somewhat superior attitude and showed leadership and would offer answers to his peer group, but not as freely responsive to the teacher. He would often lash out at a peer and showed difficulty accepting criticism. He had a disruptive influence in the class. The teacher liked him very much, although acknowledged his lack of adjustment and that he was a distraction and somewhat of a "smart aleck" in class. His family background seemed to be somewhat better than others in the class. The child did not like the teacher. This child was raised in a home without a father and was considerably indulged by his grandmother. The mother was a strict woman, and seemed partial to her daughter. She was interested in the children receiving an education. Our impression indicatdd that there was considerable conflict in the home between the mother and grandmother. The environment was satisfactory for learning. This child would probably do better in a class where there was firm discipline by the teacher. The child withdrew from his mother. The grandmother and the teacher were both indulgent. However, his overall picture in the class indicated that there was improvement in readingg although his behavior appeared to get worse toward the end of the term.

A view of school B: there were eight children in the experimental group, six of the children went up in their achievement (three white children and three Negro children). One Negro child went down somewhat and one remained unchanged. In the control group of the eleven children, four went up, (three Negroes and one white), one Negro went down, one remained unchanged, and five of the children were not able to be scored. The teacher in this school was an experienced single woman. She did not consider herself a strict disciplinarian and had a rather even temperment. She had healthy attitudes toward marriage and having children of her own, in keeping with our culture. She maintained good family relationships and friendships. Most striking was her great interest in teaching and the fact that she had a firm, orderly, but not perfectionistic approach to teaching. She achieved attentiveness in the children rather easily and appeared to be very well liked and respected by the students. She was not harsh, but had a definite seriousness in her attitude, to which the children responded in an alert manner. She seemed to have a good deal of sensitivity for children and toward herself in recognition of feelings. It was quite striking that she went about teaching in a confident manner. We will refer to the first child in this school as "B1". He had an I.Q. of 105, a Vineland of 116, and in the achievement tests went up from 30 to 47. He was a strong Negro boy, although shorter than the others. He tended to interrupt the teacher with questions, but was not disruptive in the class. He read well, and was active and alert. He seemed to be relating well to the teacher. He enjoyed sitting next to her, doing things for her and liked her. He had good relationships with his peer group. The teacher was well aware of his eagerness to please her and to participate but did not consider him boisterous, nor disruptive. In general, he did not present a problem in the classroom. This child had six siblings. His only significant illness in childhood was asthma. Good reading materials were available at home. The teacher was aware of his improvement during the six week course, but felt that he did not improve in self confidence. His mother's attitudes toward schooling and education were quite good and she had returned to school to complete grade school. The mother had strong needs to keep her children close to the home. This little boy appeared eager to expand his orientation.

Child "B2" had an I.Q. of 98, a Vineland of 144, his reading achievement went up from 41 to 47. He was an averaged sized child for this class. There was a good deal of interaction in the class. This child tended to talk a great deal, tease others, and frequently grinned, but he was usually the last to finish any assignment. He was inattentive, but did not resent the teacher if she firmly disciplined him. He was an active child, relaxed, but not disruptive. He liked the teacher and enjoyed socializing and daydreaming. In the home situation, his mother was overweight and unhappy. His father had left the family within the past two years. The grandfather functioned as a father figure. In the class the child showed general improvement, but only slight improvement in reading. His behavior didn't change in any appreciable degree. His aggressiveness and doodling appeared to be defensive mechanisms that were used at home, against his mother. This child's aggressiveness could be channelized toward better learning, but there is considerable immaturity and negativism actively interfering with his potential.

Child "B3" was a Negro child, with an I.Q. of 111, and a Vineland score of 120. His reading went up from 52 to 63 in achievement. He was a large, aggressive, enthusiastic child who was gregarious and cheerful. He seemed to be very oral in his preoccupations, frequently giving examples in class in terms of food. He was attention seeking, energetic, gestured with body movements, liked the teacher, but didn't like the school. He complained that it was too hot. The teacher was well aware of his demanding attitudes and had mild hostility to him, but found him quite amusing. She did not feel that he was a bright child, but appreciated the fact that he persisted in completing his work. His home was oriented toward education. They kept books in the home and gave him occasional help with school work. The parents were well aware of the fact that the child demanded attention. This child showed improved reading and participation in class, although his behavior didn't change much during the six weeks. He seemed to be confident, aggressive, happy and desirous of learning. There was no active involvement in a relationship with his father at home.

Child "B4" had an I.Q. of 136, a Vineland of 131, went up in his scores from 67 to 70. This Negro boy seemed quite reserved, serious and obedient in class, but remained aloof of any relationships with the teacher. He sat in the back of the room, concentrated and isolated himself from the others. With his peer group he was superior in his attitude, but friendly and played with them. The teacher was quite patient and encouraged him. He showed slight improvement in reading and lacked enthusiasm during the period in class. The teacher found him "too obedient" without having sufficient motivation. The child was reared within a home where the grandfather functioned as a father figure. His own father died two years ago. His mother was interested in her children receiving a college education and she worked at night. Books were kept in the home. The child longed for his mother, and was preoccupied with eating and clinging to her. He was a bright child and maintained his relationship to the teacher through his school work. It was evident that self discipline was developing and we feel that this will be an important factor in his trend toward improvement.

Child "B5" had an I.Q. of 102, a Vineland of 110, and his reading improved from 46 to 50. He showed the most improvement in reading, participation and following directions. His physical structure was small, and he wore glasses. In class, he was quite intent in concentration and aggressive in his attitudes. He liked the teacher and was industrious and obedient. He did not get along well with his peer group. The teacher indicatdd that she expected him to respond in class, felt that he was a good student, and had a favorable response toward him. The parents were interested in education for the child. There were many siblings in this family and language and cultural barrier because of the mother's Mexican background. The child relied upon the school activities as a means of relating to the teacher.

Child "B6" had an I.Q. of 86, a Vineland of 97, and her reading improved from 28 to 39. She seemed to be very distractable in class and followed instructions poorly, but she could do the work. She was gregarious, tended to show off in class and was disruptive. She seemed to be friendly with her peer group and we developed the impression that a struggle was present in the relationship with the teacher. At times, there was impatience on the part of the teacher with firmness. The frustrating reaction to this little girl was due to her tendency to present a vacant response, although she was capable of doing the work. She frequently did not look as though she was listening, although she did not appear to be uncooperative. At home, the child was hard to discipline, somewhat negativistic with a good bit of rivalry with her younger brother. She was frequently subjected to physical forms of punishment by her mother. The child only showed slight improvement in reading, with no improvement in concentration or ability to follow directions, and continued to be easily distractable. Our impression was the child tended to use defenses that were neurotic and geared toward excluding her mother and teacher from her awareness.

Child "B7" was a Negro boy, with an I.Q. of 90, Vineland of 114, and his reading scores went down from 52 to 46. He was a tell, slim child. He seemed to be serious, quiet in class, cooperative and sweet in his manner. He liked the teacher and the teacher's response to him was that he was probably an overachiever. She apparently liked this little boy and his relationship with his peer group was good. The mother in this home seemed to be more interested in education than his father. There were several other children in the family and the mother appears to be ambitious, but a somewhat anxious person. The teacher felt that there was some improvement in his reading. The attitude and behavior of the child continued to be good throughout the six week period. Our impression was that she was an inhibited child who was not responding to the class setting.

Child "B8" was a Negro girl, with an I.Q. of 93, a Vineland of 116, and not any appreciable change in the testing from 46 to 45. She was quite distractable, had a blank expression, restless, figidity, daydreamed a great deal, and mumbled to herself at times. She would take things from other children and was inattentive in class, although she could follow directions and read. She was usually withdrawn emotionally and lacked social skills. She liked the teacher and wanted her approval, but didn't appear to make any effort to obtain it. The teacher found her quite negativistic and "able to do anything but work." The teacher was aware of the angry feelings toward this child who had been quite provacative. This child was an example to a definite conflict in the relationship between the teacher and child. The mother was separated from her husband and very hostile toward him in the family interview. She was eager for the children to receive an education, but the mother appeared to have a serious emotional disturbance. Our impression was that the child had considerable difficulty in identification with adults and in her six week period showed no real improvement, in fact, a decline in her school work and interest.

School C--The teacher in this school is a Negro married woman, who had considerable experience in the teaching profession. She considered herself an average disciplinarian and capable of being firm with students. Her emotional state is stable. She is basically a healthy person who has children of her own and a well adjusted marriage. Her social life and family life is gratifing. She is not perfectionistic. Our overall impression is that she is a warm person who is very much interested in teaching, enjoys children, but is somewhat on the permissive side. She has a healthy sensitivity to the emotional reactions within herself and of children. School C had 10 children, three of the children showed improvement at the end of the period of six weeks, two of the children were Negro, and one was white. Four children showed a decline - all of these children were white. Two were unchanged, of which one was a Negro and one was a white child, and one white child was absent and could not be scored. The control group for this school consisted of thirteen children. Nine of the control children went down, of which four were white and five were Negro. Three went up, two were white, one was Negro, and one Negro child remained unchanged.

The first child in this class will be referred to as "C1". This white child had an I.Q. of 86, a Vineland of 110, and the reading achievement score went down from 38 to 34. This little boy was small for his age. He looked younger than the others. He was somewhat hyperactive and had some evidence of retardation in his speech. In the classroom situation, he would lean on the teacher, would rarely answer questions correctly, was inattentative, restless, wandered about the room somewhat aimlessly, and had a tendency to disrupt the class at times. He was also disobedient and distractable, but not a defiant child. The teacher was aware of his immaturity, and his being a slow learner, short attention span and poor work, and she was very responsive with mothering the child. His peer group accepted him and he was a follower. This little boy liked the teacher, but did not regard her as one of his favorites. The teacher seemed responsive to C1 on a personal one-to-one basis. In this home situation, there were complaints about the child having a Negro teacher. The mother is the disciplinarian in the home and the husband (from a second marriage) is more passive. Five siblings in the family were all from a previous marriage. The child was somewhat clinging to the home situation. His developmental history was essentially normal, except for the fact that the first month of his life was spent in an incubator. This little boy has been the baby in the family and at the present time his mother is pregnant. His siblings had a tendency to wander around the school during the day in a manner that resembled the behavior of the child. The mother in this family is maternal in her attitudes toward both her husband and this child, and he in turn responds in a babyish manner. "C1" shows very little self discipline and a great deal of clinging dependency. During the end of the six week period the evaluation indicated that there was no overall improvement in his behavior, nor in his reading, and his interest in the class appeared to decline. The type of response that "C1" was eliciting from the teacher was similar to the response at home, namely, to be indulged.

"C2" is a white boy, with an I.Q. of 83, a Vineland of 78, and aereading achievement score that went down from 41 to 37. He was a large, chubby child who would cling to the teacher a great deal in the classroom and was an attention seeker. He was disruptive, tended to wander about, and at times would rummage through the teacher's desk. He had been critical of the teacher. The teacher viewed him as a slow learner, with a short attention span, aggressive, immature, desiring the center of attention, and his own way in the classroom. The teacher appeared to have "given up" and lost hope of ever readhing this child. He was unresponsive to her discipline and she began to ignore him, because he was a constant source of frustration. With his peer group, he attempted to dominate them and was quite boisterous. He didn't form warm relationships with his peer group. His immaturity was quite apparent and he appeared to be a ring leader for classroom disruption. This family situation involved a second marriage for the mother. The parents appeared to be anxious people. The mother saw the child as a sociable and passive little boy, but she admitted that he did not listen to her. However, she thought he paid attention to other people. They attempted to promote his interest in school by taking him to the library occasionally, and they had ambitions that he graduate high school. There is an older sister in the family who was an honor student and who was quite rivalrous with this child. His developmental history revealed that he was weaned late, at four years of age, became an overactive child early in life and has continued to be enuretic. The only improvement noticed during the six week period was his use of consonants, but he was not improved in attention span or following directions. It was our impression that his character structure was primarily that of an immature child who was undisciplined at home, has remained quite egocentric and who has great difficulty in establishing relationships with adults or his peer group. As a result there was an absence of meaningful relationships in school, with the teacher finally feeling hopeless about the situation.

Child "C3" was a white girl with an I.Q. of 104, a Vineland of 104, and on the reading achievement test she went up from 54 to 69. This little girl w was the largest person in the class. She was disruptive, boisterous, aggressive and on occasion hit her peers. Her behavior toward the teacher was quite sassy. She was capable of being alert and interested, although there was hyperactivity and disrespectfullness toward the teacher. There was noticeable pleasure in showing off her abilities. She could establish friendly relationships with adults and was cooperative and friendly toward our research team. The teacher found this little girl to be a bully, bossy and a disruptive, aggressive child, but recognized that she had above average leadership ability. It was our impression that the teacher had difficulty controlling this little girl, perhaps was too tolerant of her and possible some fearfulness of the child's behavior. The child did not appear to be a hostile child and did show a capacity to mastercertain situations. There were several siblings in the home and the children would go to the library together without either parent. The parents had a limited grade school education, but desired the children to graduate high school. The history revealed that the child was weaned at nine months of age, and there were no special problems in development. She had a background of having been an affectionate child. The mother's attitude toward the Negro teacher was, "The teacher was black, but nice". Throughout the six week period the behavior remained the same, but there was improvement in the child's ability to follow directions, to express herself orally and in reading comprehension. It was our impression that her aggressiveness could be channelized toward improved learning, but had remained uncontrolled by both the mother and the teacher.

The next child, "C4", was a Negro boy whose I.Q. was 104, a Vineland of 139, and his reading achievement scores went up from 45 to 50. This little boy was neat and attentive. He had a serious, cooperative attitude and established a warm relationship with the teacher. He frequently sat next to her in class. He appeared to be motivated and persistent in his work. He socialized well with his peer group. He showed some concern about the observers in the room, and at times would act tough toward them. The teacher viewed the child as a timid, anxious child. We felt that the teacher had a warm, maternal approach to the boy. The home setting revealed the presence of a grandmother and mother, but an absent father, and a good deal of hostility expressed toward this man. The child was encouraged to use the library, and the grandmother usually accompanied him. His behavior was good throughout the six week period and there was improvement in his reading comprehension and vocabulary. The relationship with the teacher appeared to be a continuation of the relationship he had at home with his grandmother and there was an ability to establish good identifications with the teacher. His aggressiveness was present, but not out of control.

Child "C5" was a white boy, with an I.Q. of 108, a Vineland of 133, and a reading achievement level which remained the same, scoring 44 before and after the six the six week period. He was a tall boy who was hyperactive at times. His behavior varied from being a quiet child to being disruptive or appearing to be bored. He appeared to crave adult approval. He had great difficulty with English, having lived in a home where Spanish was spoken exclusively. He spoke with a heavy Spanish accent. He was confident with his peers, showed leadership ability and appeared to be fearless. He openly expressed the fact that "he did not like the black teacher", nor did he like being in summer school, and he was quite concerned about whether or not he would pass. The teacher found him to be a disruptive influence in the class and felt that his slow learning was due to the language barrier. It was our impression that there was a certain amount of impatience by the teacher and that she did not attempt to exercise sufficient control over him. She did consider him a problem. The father expressed a prejudice concerning the teacher and felt that the child would learn more from a white teacher. On the other hand, he accepted the fact that the child had Negro friends in the neighborhood. There appeared to be a good relationship between father and child. The father administered the discipline. The mother had about the same educational background as the father (grade school) and had strong ambitions for her children. There were two very young siblings in the home. In the home behavior, this little boy was quite aggressive. Developmentally, he was weaned at 1½ years of age and he continued to show preoccupation with food. He would at times eat around midnight. He was occasionally enuretic, a sleep walker, and bit his nails! His behavior did not change during the six week period, but there was improvement in vocabulary, reading comprehension, consonants, diction and English usage. It was our impression that there was a noticeable conflict in both this family and the child in accepting the teacher, as well as the obvious language problem.

Child "C6" was a Negro girl, with an I.Q. of 79, a Vineland of 83, and reading achievement tests that improved slightly from 46 to 48. She had failed the first grade twice in the past. She was a tall child. She was attentive in class, well behaved, was not competitive, and appeared to have a reasonably good attention span. She got along well with her peer group, but was a quiet child. The teacher saw the child as a extravert and liked this little girl. There appeared to be a good relationshipbbetween the teacher and the child. The mother was employed during the day. There was a father in the home, but much of the child's care was the responsibility of her older sister. There are a number of siblings in this family. Developmental history was not unusual. There was no special change in her behavior during the six week period, but there was some evidence of improved vocabulary and a mild degree of improvement in beginning sounds, particularly the consonants. It was our impression that the child is now beginning to learn and developed satisfactory relationships with the teacher. There was a lack of mental stimulation in this family. The child apparently did receive mothering from an older sister.

Child "C7" had an I.Q. of 88, Vineland 121, and a reading achievement score which went down from 53 to 37. She was a small, pensive, withdrawn, passive, asocial child. She appeared to be inattentive, frequently would stare into space, or wander about aimlessly, and appeared at times to talke and laugh to herself. She was withdrawn from her peer group and would become hostile when she was approached by others. She did not appear capable of sharing anything with them. The teacher viewed the child as shy, timid and easily frightened and noted that the child seemed to want her own way and was quite anxious. It was our impression that there was a great deal of permissiveness by the teacher, but there was no relationship with the teacher. There were a number of siblings in the house. The mother was from Central America and had a past history of a mental disturbance. Both parents had college ambitions for this little girl. The child continued to suck her thumb since early childhood. Other developmental history was essentially normal. She did occasionally talk in her sleep and come into the parental bedroom at night. She appeared to be quite close with her father. There was no apparent improvement during her six week classroom experience. In fact, there appeared to be a decline in her interest. It was our impression that the mother was suffering from a mental disturbance. The patient apparently was given responsibilities in her home and showed a considerable amount of pathological withdrawal and disturbance in relationship to others.

Child "C8" was a white girl, whose I.Q. was 97, Vineland 104, and her reading achievement went down from 67 to 55. She was physically a small child. She tended to be quiet in class and watched the teacheraaggreat deal of the time. She liked the teacher and appeared to be concentrating on the subject matter. The teacher felt the child was timid and sweet. We felt the teacher had a warm relationship with this little girl and was quite patient with her. The child socialized well with her peer group. The family had college ambitions for the children and had two sets of encyclopedias in the home. There were two other siblings. This was a second marriage for the father. The child's developmental history was not unusual. This family came from Central America and had been in the country for about two years. The child did show improvement in following directions and in reading comprehension and vocabulary and showed some tendency toward developing leadership ability during the six week period. Her behavior was essentially good. It is possible that her drop in reading achievement tests was due to the fact that the level of instruction was somewhat below her own level and she may have moved downward as a response to the material presented.

The last child is "C9", a Negro girl, whose I.Q. was 75, her Vineland 111 and her reading achievement scores improved slightly from 51 to 54. This little girl was a quiet, well behaved child of average size. She read fluently in a low voice and appeared quite serious and worked well. Her relationship with the teacher was good. There was considerable warmth between the child and the teacher. The teacher stated that she liked the child. She was a shy, passive person with her peers and did not show any special attachments to them. The home situation was fairly good. Both parents were employed in extra work. There were a number of siblings in the family. They were living in an integrated neighborhood. There was no special disturbance in the child's development. More reading material was available in this home than in most of the families interviewed and visited. During the six week period, there was only slight improvement in reading comprehension, but there was improvement in following directions. There was no basic change in the child's behavior. This little girl lacked a certain amount of necessary aggressiveness and was somewhat overwhelmed by a class that was too boisterous for her.

DISCUSSION

Both teaching and learning are complex processes and although our knowledge of each has continued to grow throughout the year, there remain large areas which require further investigation. A grasp of the material to be taught is only one part of the process. A meeting of the minds must be established between the child to be taught and the teacher. What type of teacher activity is necessary to convey information to an emotionally immature child or a child that is restless and daydreaming or a child that continues to repeat the same grade without improvement, or one that appears to be retarded because of an environment which is deficient in providing stimulation? These are but a few of the many questions about which information would seem necessary to aid in the teaching process. Since learning and development are so intimately interrelated in the growing child. It seems pointless to rely upon understanding a child's potential by merely considering intelligence testing. Each child's personality is interwoven with is home environment and developmental background, as well as the manner in which he interacts in his school environment with teacher and peers. With this point of view, each significant event in the child's life, such as the experiences in school will continue to have a significant influence upon his current and future development. This study was limited to the six weeks of instruction for children who were considered deficient following their first grade in school. It was our desire to examine whether or not there were processes operating in the personality of the teacher and the manner in which her personality interacted with the child which would promote or perhaps diminish the child's response to the materials offered. The appendices allow you to examine examples in greater detail of the background of the child. The reading readiness testing before and after the six week course gave us a limited measurement of the child's response. Sears and Hilgard in their research stated that cogitive interaction of teachers and pupils lies at the heart of instruction, and later stated a classroom is a social situation with a power structure including peer relationships and adult-child relationships. Hence, the most favorable motivational conditions need to take all these factors into account. I am in agreement with Gordon in viewing children as having a cognitive style that unites the various aspects of his personality into one self system. This brief pilot study primarily focused on the emotinnal climate and interaction patterns between student and teacher. It is recognized that there are many areas for study, such as the actions involved in teaching these specific techniques and the way in which the classroom situation is structured. We do not propose from the limited data available that we understand specifically what effect a child's behavior and the learning process. Since the average teacher faces a class of thirty or more students, it is obvious that there is a marked limitation to efforts at tailoring instruction to the interaction patterns that are best suited to each student. However, to take the opposite path of being overwhelmed by the complexity of the problem and avoid expanding our knowledge of the multiple factors that occur through personality interactionbbetween student and teacher would seem to be unnecessary. Our research team, as an example, was able to observe that the Negro teacher, who was a warm, capable person, tended to avoid disciplining the white children in the integrated classroom, and when we later tested the children in this class the four children who declined in their reading achievement were all white. Most likely the teacher was not aware of a reluctance to discipline the white children and this would have been brought to her attention if those making the observations were part of the teaching system. This suggests that perhaps schools who have certain teachers with free periods during the day might be able to consider assigning teachers on a rotating basis to aid with observations of teacher-student interaction and bring suggestions to the teacher being observed. It is also suggested that a teacher having experience in observational activities will enhance her own self observation during teaching periods. Experiences of the type mentioned would help teachers evaluate their own behavior in order to measure its effect upon the self concepts and intellectual development of their students. Spaulding found that when teachers used task appropriate procedures and displayed calm acceptance of children, their pupils self concepts were higher. The relationship between cognitive style and performance on learning tasks is now known. The approach to understanding cognitive style was described by Bruner and is not pertinent to our present discussion. It is possible to make some inferences about a child's cognitive style by observing behavior. Gordon's scale has been used down to the third grade, and Sears is primarily for fifth and sixth graders. However, both of these tests require reading ability. Meyerowitz developed a technique that could be used with preschool youngsters and Engle and Raine have tests that could be used with the primary grade children. Psychoanalysis teaches us that an observer cannot fully overcome his own perceptual orientation. Thus, we remain aware of the relative objectivity that can be achieved, but it is never absolute. All three of the teachers we observed considered themselves as being firm with children. Only one of these teachers actually showed a firmness in her attitude that brought about an alert response in the children. The other two teachers conveyed a degree of acceptance that on the one hand, allowed the children to feel freer, but on the other hand, did not stimulate the child who had difficulty in self control, toward a more disciplined behavior.

It is our impression that the teacher is a crucial variable in the learning situation. Although there was no appreciable difference between the control and experimental groups in the area of reading achievement during the six weeks, there was a striking difference when we compared the three classes. This finding was discussed in the preceeding section and can be seen on the tables. Our research methodology was to view the teacher's performance as a totality throughout the observation period, although there are many other techniques for studying the interaction system. The Medley Mitzel instrument called OSCAR is an example of one of the techniques that have been developed. The category system used by Perkins is probably more readily adaptable to the classroom teacher. In general, the techniques that have been developed do not attempt to describe the specific details of an interaction, but they do concern themselves with categories. Historically, the classroom has been viewed in a more holistic fashion and the impressions were usually based upon a small unit of time. Current research methodology has shifted toward rating scales, with the organization of patterns of teaching, such as the warm, understanding and friendly teacher versus an aloof, egocentric and restricted personality. Another category would be the business like, responsible, systematic approach in contrast with an unplanned less organized pattern, or the imaginative stimulating teacher versus routine, dull behavior.

Although our observations of the classroom were not scaled, we did consider the teacher's personality patterns and individual responses to the students and their reactions to her.

Our focus has been aimed at understanding the child from information about the family and developmental background and observing teacher-child interaction. The origin of this focus is from the impression that most interpersonal, attitudinal relationships are non-verbal in nature. We were not dealing with autistic children, and therefore we did not include psychoneurological examinations. Whenever learning responses are examined in the light of interpersonal interaction, we must keep in mind that the differential diagnosis would have to include non-verbal function. If the child were to have a non-verbal disability, it would alter interpersonal relationships, self perception, and the ability to perceive others. Therefore, I would consider it unwise to describe a disturbance in learning on the basis of the child being a slow or lazy child, without having thoroughly examined the entire process of the interaction in school, in the family and the child's personality structure, as well as his neurophysiology. Children who are labeled too quickly by a teacher or by others will feel the adverse effects of this image on their own personal worth or self perception. The attitudes of the teacher or the family toward achild's learning response and behavior does have the ability to change the child's attitude toward himself and the process of learning. In this respect, the proper programming of the learning experience for a child is not only beneficial to him personally, but ultimately would have benefit to society. Our expanded awareness of the multiple factors that alter the learning process does suggest that various professional persons, which includes the teaching personnel, can combine efforts to expand diagnostic and remedial services for children. Where an established curriculum does not reach certain children leading to their failure, we are alerted to the possibilities of mental retardation, emotional disturbance, or that vague classification called underachievers. It is my impression that these are very broad categories that have to be more clearly defined in order to achieve the educational philosophy that every child should have an opportunity to learn to the best of his ability. As Whitehead stated many years ago, there is only one subject matter for education and that is life in all of its manifestations.

The children we studied did not show evidence of having their neurology of learning disrupted. Only a few suggested the presence of a true emotional disturbance. The bulk of these children came from homes that would be considered the underprivileged in a number of respects. What we could see was a variation and range from disorganization in the home to lack of sensitivity to the child as an individual. These children frequently present a picture of emotional immaturity. Children that have been indulged at home and have a lack of self discipline appear to require a firmer, more disciplined situation in the school setting. If such children are indulged or in various ways babied, there may be a repetition of the situation experienced in their own family and a lack of stimulation toward the type of self discipline necessary in the learning process. Therefore, if one can generalize in considering this particular category of children, it would seem that the most good would be derived from a less indulgent technique on the part of the teacher. One that would involve less of the physical contacts of personal expression that have been advocated in certain other programs for the underprivileged. The teacher who was less indulgent and much firmer did far better in achieving improvements, although all three teachers were capable, warm and sensitive people. The program we advocate appears to hold greater potential for bringing about greater acceptance of reality, development of insight, and finally strengthening of the ego functions of the children. These children have the capacity for normal learning processes, but these processes have been impeded by environmental factors. Consequently, diverse individualized pedagogical methods and procedures would not be a primary consideration. As seen in the final table, most of the children had attended kindergarten, four of the group had repeated the first grade, and only two had I.Q.s in the seventies, but their scores were not essentially different from those who were brighter.

For sociological purposes, it might be of interest to state briefly the community situation for each school. School A was in the Irish Channel district. The families felt more identification with each other and they were the most communicative during our home visits. Perhaps this is due to the fact that it is an old established neighborhood and it has been served by the Kingsley House and St. Thomas Housing Projects. The residents in this area take pride in their Irish background and they have their annual St. Patrick Day parade, which is usually attended by the governor. There are various booster clubs, NORD, play areas, civic and social groups. As an example, in one home visit the family knew that others in the neighborhood had been visited. In many ways this community functions as if it were a small town. There was more open and vehement prejudice expressed toward Negroes in this area. They also seemed to have more information about community services, perhaps due to the diversified programs offered children by the two projects previously mentioned. In general, these people have a total community action

program. School B was in the area of the Florida Housing Project. The families expressed fear of the neighborhood at night and one of the Negro
families expresse
mothers spoke of the fact that there were drug addicts in this area. This particular neighborhood is one of the target areas of the antipoverty program and there was a demonstration unit in one of the project buildings which provides family center, day nursery and homemaker services. The neighborhood around this project is integrated and is mostly privately owned small houses. It is the best kept and most attractive of all the areas, and finally, School C is in the area of the Industrial Canal. This neighborhood is divided by commercial and residential areas. The people here seem to be set apart physically and it is reflected in a low level of communication between families. It is also racially integrated as was School B. It was in this area that the school had the Negro teacher with the class of integrated children. During home visits, not one of the families spontaneously referred to this, but it did come up in discussion because of our interest. However, only one of the white families participating in the school project expressed an open degree of prejudice and resentment. In another family it was the child that expressed the prejudice and then the parents showed agreement. Two of the white families did not even acknowledge that they were aware of the fact that the teacher was Negro. Generally speaking then, on the surface there appears to be acceptance of integration, but there is evidence of an underlying objection. I think in passing, one should note that none of the Negro families that were visited volunteered any feeling regarding the subject of integration. Therefore, it would appear that integration of Negro teachers into integrated schools can be achieved, but it

would be wise to apprise the teachers of potential problems. Subtly disturbing relationships can occur either in the child and family which are reflected toward the teacher or when the teacher has inhibited feelings concerning the discipline of white children.

In conclusion, the stimulation that is offered by the six week program during the summer, however limited, appeared to be beneficial, especially to those in the higher intellectual groups. The lower intellectual experimental groups did less well than it's control, suggesting that the classroom level might have been too advanced for these students. Perhaps most important among the conclusions is that a teacher who is firm in her attitudes, but understanding of the children can feel secure in focusing on the subject matter to be taught, without necessarily becoming overly personal with thesstudents and can yet achieve excellent results in the learning process. These children will not necessarily establish a better relationship with the teacher by being given a good deal of touching or personal contact. In many instances such contact is merely a repetition of the manner in which they are being indulged at home. The overly permissive teacher may fail to supply the organization and discipline the child needs, especially when the children come from unorganized or disorganized homes. The Negro teachers who are reluctant to discipline white children will have to overcome this tendency, otherwise the learning process may suffer. Finally, teachers are not always aware of their personality attitudes in teaching and might benefit by having another teacher or member of the teaching staff observe them and make constructive, helpful comments. I believe the teachers who are trained in this type of observation become more self perceptive and that this will benefit them in their own personal teaching experiences. Suggestions for the future: Programs might be considered to u utilize teachers on their free periods during the day to experimentally serve as observers in the classroom of others and to have group teacher meetings in which findings are used in a constructive and beneficial manner for all concerned. There is room for further study of the techniques for improving the educational process in integrated classroom situations to overcome possible inhibitions or over reactions in teacher-student relationships. Finally, one may study the effects on the culturally deprived groups where more firm discipline rather than the more personalized and indulgent techniques are used. Our findings suggest that indulgent attitudes may be detrimental for the group described in the foregoing report.

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APPENDIX

Samples of Observational and Interview Data

Teacher = TC Student = Cl

Cl---6 years, 8 months; White male, I. Q. 86.

I. Cl is a small blond boy who gives the impression of being about five years old. His speech and motor control are immature, and his facial expression and mannerisms also make him seem to be a much younger child. He has no apparent physical defects.

II. Cl's behavior in class is equally immature. He shows little evidence of attention to tasks and seeks refuge and "mothering" in his relationship with TC. He often sits next to her, leaning on her or holding her arm. TC responds to him with great warmth and sympathy and avoids forcing his participation in the group. He is rarely called upon to answer a question, and if he is, he usually does not respond correctly or has not even heard the question. When TC addresses him, she leans toward him, speaking directly and personally to him.

Cl gives the impression of being a restless, hyperactive child. While the other children are involved in lesson work, Cl squirms and fidgets, playing with anything around him. He may actually leave the reading circle and wander around the room, as if he were searching for something to occupy his interest. These interests change quickly, and he rarely stays with any task until it is finished. He asks TC to read to him but leaves long before the chosen story is finished. His restlessness is disruptive in that he requires more supervision than most of the other children. He is mischievous and may be disobedient but is not at all defiant. Cl was more affected by our presence than any other child in the class--he spent most of the time that we were there, turned around watching us.

Cl shows some agression with the other children, but they seem to like him. They do not really approach him, but they accept his presence and are not unfriendly. Cl is always smiling, always squirming, always running, and is, in general, an attractive child, but he is extremely distractible, restless, and immature.

III. Cl said that he was glad that he could go to school in the summer because he liked to color. He felt that TC was "nice", but she was not his favorite teacher.

IV. TC described Cl as "immature, restless, and nervous." She said that he was a slow learner. He cannot seem to sit still. He moves the furniture around, manipulates objects in the room and bites his pencil when he is forced to sit still. TC says that he smiles always, without apparent reason. Cl has a short attention span and does disrupt the class but his disruption is unintentional. TC said she tries to calm Cl by speaking quietly to him. She can't seem to keep him occupied. She considers him a problem in the classroom but seems to enjoy working with him. In discussing his work, she referred to him as "poor Cl", saying that he would have failed in a graded system. His work is very poor unless he copies from other children--a practice which is common with him. TC believes that Cl feels insecure, and that this insecurity is manifested in his willingness to accept the direction of the other children in doing his work.

Social History--Cl

Description of Home and Family: This family lives in one half of a double, old frame house which is set on the street and has a lavender and green stained glass window in the living room. This is a three bedroom house which they have occupied for three years. The parents bedroom adjoins the living room, and their double bed has a purple satin bedspread with white looped cord around it. Also the living room carries out the lavender purple, and white color scheme with artificial flowers. There is also a motif of gold throughout the two rooms with the molding close to the ceiling being gilded. The two rooms were meticulously clean and orderly. Cl's mother appeared in slacks and very much pregnant since she is expecting to deliver in 20 days. She announced very early in the interview that the family will be moving to another city in two months where they will be buying a home of their own. Mother of Cl has looked forward to owning a home all of her life. The family has air conditioning in their present apartment. Mother of Cl is a dark haired woman with deeply pitted skin which makes her unattractive as it is blotched and red in spots. She speaks intelligently and willingly gave information.

Members of the household include the six Cl children by her previous marriage. Of note is the fact that mother of Cl is almost ten years older than her husband.

Developmental History: Mrs. Cl said that while she was carrying Cl, father of Cl was in an automobile accident which kept her worried. This occurred in July and she prematurely delivered Cl in November. She connects the two very emphatically saying that this put a strain on her, due to the husband's unemployment. Cl weighed 3 lbs. and 12 ounces. He spent the first month in an incubator. Mrs. Cl said Cl was slow in "almost everything". It was 21 months before he walked. Talking occurred around 2 years.

Cl is a stutterer as is his father. Mrs. Cl seemed to emphasize this. It was one of the first things she said about Cl. She says it is more pronounced when he is excited. Cl was bottle fed and weaned at 2 years as were all of the children. No thumb sucking reported. Toilet training was accomplished at 2 also. Mrs. Cl has one bed wetter whom she punished for this.

Mrs. Cl keeps her children home much of the time. She has play equipment like swings and a pool in the back yard. She does not want them mingling with the other children in the neighborhood. She said Cl will stand up for himself, but she does not think he is too aggressive. She said she does not know how he acts when he is away from home. He is hard for her to discipline sometimes. She equates activity with aggressiveness. She considers him a curious child. Mrs. Cl explained to the children that babies come from the hospital and parents have to "put in for them". The oldest child does not know any different. The interviewer inquired as to how she intended to explain the disappearance of weight with this pregnancy, and Mrs. Cl said she had already told the children she has to go to the hospital and "get the fat cut off".

All of the children except one are afraid of the dark. The mother burns a night light for them. A brother and Cl share a room. The girls sleep in one bedroom in twin beds. None of the children shared the parental bed. Cl is also afraid of thunder and lightening.

Mrs. Cl says Cl is affectionate, especially toward her. She smiled as she said he liked to kiss her. This was the most affect she demonstrated during the interview.

Mrs. Cl is the primary disciplinarian at home. Her methods of punishment are sitting the children in a corner, taking away television or depriving them of going out. The latter is hard for them, because they like being outside.

Cl is in good physical health. He has had the measles. The mother considers him well coordinated, but she had feared he might not be since he was so very slow in developing. All of the children are in good health with the exception of two girls who both had scarlet fever and diphtheria two years ago and seem more susceptible to colds.

Cl especially has a good appetite. A girl is the only one who refuses food. Mrs. Cl said the children will have two or three "helpings" of food. She does not know "where they put it" since none are large or over weight. Breakfast usually consists of oatmeal, grits, or eggs. Sometimes they have corn flakes. They do not have a bed time snack.

Mrs. Cl helps the children with their studies when the older ones are unable to assist the younger ones. She took them to the library the first time and then put them on their own to go. They usually get a certificate each summer for reading eight books. She bought story books for them which they tore up, so she quit buying them. She says that they are also destructive with their toys, and she now buys inexpensive ones. The only books the children have access to at home is part of a set of Compton's and America encyclopedias. Mrs. Cl wishes her children will all finish high school at least. She would like for the boys to go to college, especially a boy who is a student.

Mrs. Cl is the only white parent in the study group who complained about her child having a Negro teacher. She objected on the basis that she thought the teacher would treat the colored students better than the white. She said she supposed it is something that she would have to get accustomed to, although she had written a note to a daughter's teacher when the daughter reported she had been hit by a Negro child. When her husband learned that Cl had a Negro teacher, his impulse was to take him out of school. She decided to leave Cl in, since they will be moving to another city; and "there are not as many there".

Family Background: Mrs. Cl was the oldest of seven children. She said her mother "kept them close". She had "some unhappy times" as a child. She played with dolls. She said she felt closer to her father than her mother. The mother is dead.

Mr. Cl, 31 year old father of Cl, was an illegitimate child. He discovered this accidentally, and Mrs. Cl felt this contributed considerably to the fact that he is irresponsible toward his own family. His mother did marry, and he has one older half brother. Mr. Cl is over weight and has a heart condition.

According to Mrs. Cl, this couple's marriage ended in divorce because Mr. Cl*drank and did not support the family. He does not contribute regularly to their support now, although he takes them to his home every week-end. He has remarried, and he has two children by this union. This is his fourth marriage. Mrs. Cl says the children cry and say they to not want to go to their father's home. She sends them anyhow. Despite Mr. Cl's inability to meet the needs of his family, he works steadily as a cabinet

Cl*= Husband-first marriage

maker. She said she had seen him go to work when he was so hungover that he could hardly hold up his head. Mrs. Cl did not know what her first husband's desires were regarding the children's schooling.

Mrs. Cl married the second time on 9/12/64. Mr. Cl, nine years her junior, had never been married before. She reports that they had been "trying for a baby" since then. She thought her husband "would never make it". Mrs. Cl had not wanted as many children as she had in her first marriage, but "since they are here, it's O.K.." She said she would plan her family if she "had it to do over". She had them "too close and too fast". Her present husband wants one child, so she is relieved by this. Mrs. Cl considers herself "not very religious". Mr. Cl would like for them to get married in the church.

Impressions: Mrs. Cl seems to restrict her children greatly. Apparently her mother did the same. She appears to be attracted to men who need mothering, while she seems to be seeking this herself. She plainly says that her children are too much for her. Her idea of mothering is to keep them near by. Cl has had an early life handicap which one would suspect has made him unable to mature. His stuttering is a good indication of this. One wonders if he does not have considerable resentment toward women.

Charlotte Jenkins, ACSW

Student = C2, White male

I. C2 is large, on the chubby side, and taller than most of the children in his class. He is nice-looking with no noticeable physical defects.

II. In class, C2 is noticeably attention-seeking, and clings to the teacher, asking numerous questions. During class activities, he will often break into the class discussion and say that he wants to do something else. At one time, he stood up and grabbed the book from the teacher's hands. At other times, he will wander around the room, getting into things, and was observed at one time going into the teacher's desk and rummaging around.

In his relationships with the other children, he seems to be bossy and domineering and demonstrates this in a number of ways. At one time he will prod and poke another child to pay attention, telling him where his place is in the reading book. He will fight or slap another child or answer for him in class. In general, he appears an aggressive, immature and disruptive child in the schoolroom setting.

During the Vineland interview, it was very difficult to keep C2's attention, as he constantly complained about the heat in the room, and ran back and forth to the windows. It was difficult to establish any rapport with him and he cooperated very unwillingly in the questioning.

On the whole, C2 strikes the observer as a child who has been indulged at home and over-protected, and consequently has few skills with which to relate in a school setting.

IV. C2's teacher feels that he is a slow learner with a very short attention span and high distractibility. She feels he gets along with his peers in an "average" way but has an aggressive personality. She feels that he is immature for his age and "wants his own way." In addition, she expressed the opinion that he wants to be the leader in class.

Description of Home and Family: The C2 family lives in a three bedroom second floor apartment over the family business. They have lived there for two years. The rooms are spacious and well kept. The family has paneling on the walls of the kitchen and dining area, and they own a color TV set. There is no space for playing out of doors except the front porch which opens on to a busy street. It was raining at the time of the interview, and the odor of fish came from the downstairs area. The rooms are air conditioned. Mr. C2 greeted the interviewer by saying that his wife had been "all upset" thinking something was "wrong", although the purpose of the interview had been explained. Mr. C2 seemed apprehensive also. He is a short, stocky man who speaks rather loudly.

Mrs. C2 is a short, red head whose over weight shows mostly around the middle. She wore knee pants. Indeed, she was apprehensive about the interview, she explained that C2 has been slow in school, and she feared "the worst". Mrs. C2's anxiety was out of proportion to the circumstances. It was not until the end of the interview that she relaxed as evidenced by her facial expressions. The interviewer wondered if this might not also be related to some repression of Negro prejudice, since no mention was made by the mother of C2's teacher being Negro and these family circumstances seem ripe for scape goating. When asked how C2 got along with TC, Mrs. C2 replied "wonderful". More than being on the defensive, Mrs. C2 seemed frightened. This might also be related to attitudes toward authority.

C2 was present during the interview. He is a round little boy who shares his father's loud voice. He came back and forth into the room in a restless manner. He, after hearing his mother's comments regarding his like for Franco-American spaghetti in the can, got out a can and fixed himself some lunch, although the mother asked him to wait.

Developmental History: Mrs. C2 said that C2 was planned, since she needed a hysterectomy and she wanted another child before having the operation. She was "nervous and sick" during the pregnancy which was a section. She had abcesses for two months afterward and was sick. C2 weighed 6 pounds, 7½ ounces. He was a "wonderful baby"--just "too good to be true". He was bottle fed because Mrs. C2 did not have "enough nourishment for the first baby". He was not weaned until 4 years of age. No thumb sucking reported. He did not walk until 18 months, and he was almost 4 years old before he spoke well. The mother described him as hyperactive after he began walking. Bowel control was accomplished at 3 years. He occasionally wets the bed now. Mrs. C2 said C2 wet considerably when he started first grade which she attributes to "nervousness".

C2 has never slept with his parents. He "use to touch his privates all the time", but he does this less now. The mother has not given C2 information regarding birth. She acknowledged being timid about discussing it. She told C2's sister at an older age.

Mrs. C2 reports that C2 "mixes well" with other children and adults. Their living arrangements do not allow for neighborhood playmates, but C2 belongs to the NORD baseball team. He is not well coordinated, but they want him on the team anyhow. He was at first ambi-dextrous in writing and catching a ball. He does try though. C2 plays most with his two nephews and niece, ages 6, 4, and 1. These children belong to Mrs. C2's 24 year old daughter by her first marriage. He is jealous of these children, but he asks to visit often. C2 and his 12 year old sister also have difficulty getting along, but she thinks the sister is jealous of C2.

Mrs. C2 took C2 for a psychological examination in February because of his slowness in school (failed first grade). She said she was advised that C2 is borderline in intelligence and a slower school was recommended. She was also told that C2 is immature which she terms "babyfied" and unable to take much pressure. His second teacher suggested that he not go in a special class. Mrs. C2 reported that his reading did improve. She implied that C2 would have done better under a different first grade teacher than Mrs. X, whom she felt was too strict. Mrs. C2 believes that C2 functions better with an older, mature teacher who "doesn't hollor". She added that she was a "nervous person".

Mrs. C2 says C2 is not a child who will assert himself. He does not like anything associated with violence, although he is less fearful about this now. He is very fearful of thunder and lightning and was terrified during Hurricane Betsy. He is described as "hard headed" with her.

She thinks he is mechanically inclined and curious about electricity. As a small child, she had to watch him because of his going to a TV repair and shoe shop in the neighborhood to watch the work there.

She considers C2 affectionate and closer to her than the father. Before they moved to the present address and had the business downstairs, C2 saw very little of his father. Mrs. C2 says her husband can relate better when the children are older.

C2 eats well as can be observed by his size. The mother says he loves seafood. He refuses fresh fruit and egg yolks. The mother says he sometimes has a "nervous stomach". A usual breakfast would be cereal and coffee or eggs. Night snacks include milk and cookies or ice cream.

C2 has a private pediatrician. He has had measles and mumps. No serious accidents or illnesses reported. He is in good health and developing satisfactorily.

Family Background: Mrs. C2 has one sister who is younger. Her parents separated when they were young children. She said she played with dolls until she was "big". She completed the seventh grade in school. She considers herself having a "decent childhood" which was full of activity. The family loved outings and sports.

Mr. C2 has one sister who is older. His family was strict and "old fashioned" in rearing them. He finished high school. His relatives were always in the seafood business. He has uncles who own their boats for fishing and shrimping. She said he has no trouble rising at 3:30 A.M. each morning to go after his market supply. Both parents are the same religion but they are not "overly" religious.

Mrs. C2 was first married when she was 17. This marriage lasted 8 years. She has the one married daughter by that husband. She was separated two years and remarried to Mr. C2, whom she has been married to for 17 years. She says it seems like she was always married.

Mrs. C2 says both she and her husband are moody at times. She is very pessimistic about the world situation, and as previously stated she considers herself anxious. She wishes she would have had her children when she was younger.

Both parents wish their children to have a good education. They seem realistic in their wishes for their daughter, who is an honor student at junior high school, to go to college.

They want C2 to finish high school, and take up a trade. This does not seem so realistic in view of the circumstances. The mother is the one who assists with the studies after dinner, although she says she does not help very much. She has never taken them to the library, and they don't go on their own. They have text books given to them by the school, Compton's Standard Treasury of Learning, story books, and the Weekly Reader, and a dictionary and Bible.

Impressions: This family has a high anxiety level, expecially the mother. C2 may be slower than the family is willing to admit. It seems that most of the family business is left to the mother who appears to feel inadequate, while the father takes care of the financial business and shows little interest in the home. Mrs. C2 is probably a chronic complainer. Certainly, C2 is having some learning problems as well as difficulty in growning up.

Charlotte Jenkins, ACSW

Student = C3, White female

I. C3 is very large for her age, taller than the other children of her class. She is neatly dressed and wears glasses.

II. In class, C3's behavior is most characterized by her boisterous, disruptive and aggressive manner. Everything she does is done in a loud manner, singing, talking, reading. Most of the time, she has a hyperactive, "show-offy" attitude toward the class activities, but at times in the reading circle, she can be quiet and serious about her school work. She reads in a loud, clear voice and appears to read very well. Despite her boisterousness, she appears very alert and interested in all the activities in the school room.

In her relations with the other children, she has an aggressive, bossy manner, and seems older than the others. She often prompts another child while in the reading circle, and disagrees frequently with the teacher about what to do next. In her relationship with the teacher, she is often disrespectful and "sassy." However, she grins a lot and laughs often, and there is no suggestion of sullenness or resentment.

In the Vineland interview, she was open, frank and talkative and appeared extroverted and friendly. She seemed to enjoy the questions and was quite cooperative.

On the whole, C3 seems to be a bright, alert child who is extremely extroverted and aggressive, and seems to take a delight in being disruptive and mischievous in class.

IV. C3's teacher describes her as an aggressive, disruptive child who likes to be the leader and have her own way in everything. She is a "bully" who "feels everything in the classroom is hers." However, she can do things well and has leadership qualities. She feels she is about average in getting along with others, but is an about average student. However, because of her disruptiveness, she is not as attentive as she could be.

Description of Home and Family: The C3 family lives in the upstairs portion of a six room double, which is in poor repair as evidenced by cracks in the plaster and need of paint. Mr. C3 is custodian for a school and is given this apartment rent free by the school board. There are no screens on the front porch. The apartment is sparsely furnished but orderly. There were numbered paintings and religious pictures on the wall. It was observed that there was a Father's Day poster with Mr. C3's picture hanging on the wall. Mrs. C3 commented that her husband, notthe children, had made this. The C3s have a pink princess phone which the mother commented was installed by the 18 year old, Girl, who works for the telephone company. This girl was present during part of the interview. She is slightly over weight and unattractive in appearance. At one point in the interview when Mrs. C3 said she "wouldn't take a million" for her children, the 18 year old girl piped in and said that her mother would "give them away for nothing". They appeared to be direct and outspoken in their communication.

Mrs. C3 is an obese woman who seems to have little concern for her appearance. Her front teeth were decayed and broken. In manner, she was friendly and interested in giving information. Members of the C3 household are as follows: mother, father, 18year old girl, 15 year old boy, 8 year old boy, and C3--7 year old girl. There is one other daughter, who is 20 years old, married and has a two year old child. This daughter has made a home of her own. The 18 year old is also planning to get married soon.

Developmental History: Mrs. C3 had an easy pregnancy and delivery with C3, who weighed nine pounds. She said all of her children were borne with no difficulty. She had a hysterectomy after the last child which was still born. Mrs. C3 reported that she was satisfied with the size of her family as she had "done better than mother" who had five children. She thought that God had given her the number of children He wanted her to have.

C3 was "never a whiney baby" and had no colic. She breast fed all but the first two children because she wanted to and her mother-in-law had told her "it made the best babies".

Her first child came when she was 15, and she did not have enough milk for girl one and girl two. Tina is carrying on the family trait by breast feeding her child. C3 was easily weaned at nine months as were the others. There are no thumb suckers.

Toilet training was started at ten months and accomplished shortly after. Mrs. C3 said C3 had "never wet a bed since". She acknowledged more difficulty in training the boys than the girls. Boy, 8, wets the bed. Mr. C3 thinks the boy is "either lazy or scared". This child is also the only one of the group who has nightmares.

C3 is a healthy child who has had no serious illnesses or accidents, not even a broken bone. She has had the childhood diseases of measles, whooping cough, and chicken pox. When she was three years old, she had eye surgery for stribismus which corrected the condition with her current wearing of glasses. The child is considered well coordinated, and the parents are satisfied with her physical development. The children go to Charity Hospital. Seventeen year old, girl, has epilepsy.

C3 is thought to be an affectionate child. The mother feels she is affectionate with both parents and likes to demonstrate this through hugs and kisses. She is especially awaiting her father's arrival home from work. C3 seems to be emotionally closer to her father, although the mother says he is impartial to the children. C3 and 8 year old brother "fight". The mother laughingly said she ought to get them some boxing gloves. Mrs. C3 reports her daughter has an "Irish temper" like her father. She would argue with anyone if she thought she was right, "even her father".

The mother says C3 is curious and a "very nosey"child. She has not told the child the facts of life regarding sex, but C3 told her mother that the other children say babies "come off of boats from the river". Mrs. C3 thinks she can wait for information. She did tell the older girls at 8 or 9 about menstrual periods. None of the children have slept with their parents since both objected to this. The girls share a bedroom, and the boys have their room. Bunk beds are shared by the two younger of each sex. Eighteen year old girl has her single bed.

C3 is said to love other children her age, but the mother reports that they do not live in a neighborhood where she can have friends. The mother expressed a desire to have another house, so the children can get outside. The implication was that she did make friends in the particular neighborhood which is integrated. Mrs. C3 takes them to visit with her daughter. C3 loves her nephew and small children generally. Mrs. C3 said C3 would "bring them all home" if she could. C3 also loves their little dog as does the rest of the family.

Mr. C3 is the primary disciplinarian in the home. He punished them by taking away television which the mother says hurts them more than "a beating."

Mr. and Mrs. C3 would like all of their children to finish high school but they have no aspirations for college for them since they are financially unable to send them. The mother's comment was that she did not want them to be "an idiot like me". She helps the most with their studies, although the father will assist occasionally. The children do their homework immediately upon arrival home. The mother does not take them to the library, but the older children will take the younger ones. Books kept in the home are American Educational Encyclopedia, a dictionary and the Bible. Mrs. C3 felt that C3 gets along best with a teacher like Miss X (C3's last year teacher) whom the mother described as friendly. When asked how C3 liked Mrs. X, Mrs. C3 responded that she was "black but nice". No pronounced prejudice was expressed, but it seems to be there. Perhaps the fact that Mr. C3 works for the school system is an inhibiting factor in expression of feeling in this area.

All of the C3 children have good appetites with the exception of boy 8, who is a "picky eater" like his father. A usual breakfast in the home would consist of grits, juice, and toast. Cookies and milk serve as a night time snack occasionally, but Mrs. C3 sees that the children eat breakfast every morning.

Family Background: The mother was one of five children and the only girl. She said she played boy games, "clamb" trees, and fought with them. She commented that she broke her collar bone wrestling with one of her brothers. She said that they "had fun but fought". She also played with dolls until she was ten years old. She said she also took care of her younger brothers which was a difficult job. She only went to the fourth grade in school.

Mr. C3 was the fifth child in a family of eight children. He quit school in the fourth grade. Mrs. C3 thought his childhood was unexceptional. She stated that his mother died two years ago, and his father is still living. The C3s married young. Mr. C3 has been employed as custodian of the school for the past twelve years. Mrs. C3 does not work as her husband will not let her. He feels her place is with the children. The couple both belong to the same church. She says they are not very religious but the children go to church each Sunday.

Mr. and Mrs. C3 look forward to their children growing up and their helping them through school. She says they have been happy during their twenty years of married life. She would not change anything except she would like to have had more boys.

Impressions: This appeared to be a family who are adjusted to and fairly well satisfied with their station in life. There seems to be open expression of feeling and interest in the children who are progressing well in their learning. The mother implies that she was a "Tom Boy" and that C3 is similar to her in this respect. Mrs. C3 reflects an unfavorable self image with which the daughters might very well be identifying. It does seem that this is a united family.

Charlotte Jenkins, ACSW

Student=C4, Negro male

I. C4 is a nice-looking, neatly dressed child, about average in height and weight.

II. C4 is a well behaved little boy who follows directions well and is quite attentive in class. He never participates in class disruption and goes about his business in a serious way. He reads well in the reading circle and seems to enjoy this very much; when he is finished with one book at his desk, he will get up promptly to get another one. He reads softly to himself, chewing gum constantly. He does his seat work quietly and persistently, but will talk in a low voice to the child sitting next to him. He seems to have a warm relationship with his teacher, and often sits next to her in the reading circle.

In contrast to his usual compliant attitude, however, at times C4 will assume a bored, indifferent, or hostile look toward another child or swagger as he walks around the room. On the Rosenzweig test, his answers were markedly defensive and aggressive. During the Vineland also, he was rather reticent and distrustful of the interviewer.

Although these responses may indicate some underlying problem with aggression and hostility, they seem more likely to represent the play-acting of a little boy who likes to appear tough and grownup.

IV. C4's teacher characterizes him as an "about average" student who does his work consistently and well. He is well behaved, non-disruptive and gets along well with other children. However, she feels that he is sometimes timid and nervous, and is a restless child; he is "always moving."

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Description of Home and Family: Mrs. C4 lives in an apartment complex which is modern and more attractive than most Negro housing in the area. It is, however, a small apartment with only one bedroom. It is a block from the industrial canal. The family has air conditioning. They pay $22.50 weekly at the apartment. The apartment is kept neat and clean. The maternal grandmother, 50 years of age, who is toothless and difficult to understand because she speaks so rapidly, was busy sorting a very large box of hard candy given to the family by some nuns. She explained that if she did not make small boxes and give it away to neighborhood children that the grandchildren would eat too much and make themselves sick. It was noted that the two youngest children were eating the candy stick after stick. The grandmother is a tall, thin woman, who wore slacks and seemed full of energy. She was in constant activity. Mrs. C4 is an attractive, slightly over weight, light skinned Negro who has dyed red hair as evidenced by the roots which were growing out. She had a portrait of herself on a table which was somewhat glamorous. She is a youthful looking 26 year old. She appeared apprehensive at first and slightly guarded in her information given, especially in regard to herself. The interviewer attributes this in part to the fact that Mrs. C4 is "on relief" and apparently has some illegitimate children, since she said she had been separated from her husband for five years and there are two children ages 2 and 3 in the home. The children are listed as: girl nine, girl 8, boy 7 boy 5, girl 3, girl 2. The grandmother reported that C4 was sent home from Kindergarten because of sores on his head. She pointed to a bald spot larger than a silver dollar on the back of his head and announced that she had cured it with a patented ring worm medicine. It was noted that girl 2 had large sores on her leg and foot.

Developmental History: Mrs. C4 said she had planned for C4. She had an easy pregnancy and delivery. He was bottle fed, because she was working and could not nurse him. She reported that he was a "good baby" who was weaned at 11 months. He still sucks his fingers. The 9 year old girl sucks her thumb, but she did not begin this until she was 5. Toilet training was completed at 1½ years. The mother commented that she had to teach C4 to stand up to go to the bathroom, because there was no father for him to copy. Talking occurred at 6 or 7 months. Walking began before 1 year. Mrs. C4 considered C4 quiet as a small child, although he was playful and active. She says all of the children like outside activities. They do not play very much with toys. She punishes them by keeping them inside, since this "hurts them worse than anything". She says she is afraid to spank them, but she will as a last resort. She says the children like to think of themselves as being "grown up".

All of the children were started out in their baby beds and have not been allowed to sleep with the mother. Girl, 9, wets. The mother considers C4 generally curious, but she says he has never asked about sex. She had told girl 9 that babies grow in the mother's stomach, but she does not consider the other children old enough to know. She feels 10 years of age is soon enough.

Mrs. C4 says C4 is a child who will assert himself. He gets along with other children. She thinks that he is "kind of nervous" since he is unable to concentrate for very long. Although she says C4 loves school and would not want to stay home if he were ill, he failed reading. She reports no phobias or habits. She has great difficulty in getting him to brush his teeth as with the oldest. C4 "aggravates" the grandmother and likes to be "babied" by her.

He has had the childhood diseases of measles, mumps, and chicken pox. He is in good health and well coordinated the mother thinks. He also has a good appetite. A usual breakfast would consist of grits and eggs or corn flakes and milk. The children have a night snack of peanut butter sandwiches or cold cuts and milk.

Mrs. C4 reports that she did not expect the last two children, and she has "spoiled" them more. By this she seemed to mean indulged. She stated she had prolonged weaning for these children. The mother does not take the children to the library. They have story books, a dictionary and a New Orleans history book at home. The grandmother takes them to the library, and the principal gave them old text books. They are not allowed to play until they have finished their studies.

Family Background and Relationships: Mrs. C4 is an only child who was raised with a step-father until she was 9 years old. She said she played with dolls until that age, but she never played with other children very much. She felt she "got everything she wanted". She slept with her mother until she was 15 years old. Mrs. C4 completed the 9th grade in school. She married Mr. C4 and quit school. She said that her husband was the youngest and only male child by his mother's first marriage. She had three children also by her second marriage. Mrs. C4 gave little childhood information about her husband except that he went to the 10th grade in school. He is now 28 years old. Mrs. C4 wants all her children to finish high school.

Mr. C4 has "been in trouble with the law" having had charges placed on him several times. He was a "heavy drinker" who had "nasty" moods and occasionally beat the children.

They separated when C4 was five months old after several years of "stormy" marriage. She says C4 or the other children do not ask about their father. She does not speak "against" the father. The children last saw him three years ago.

Mrs. C4 says she is sometimes moody in the morning, otherwise her disposition is even. She hopes to remarry. If she could change things, she would like to go to beauty school which she started and did not finish. She would also like to start her family over again.

Both Mr. and Mrs. C4 were the same religion, and she considered herself an average religious person. She converted at the time of her marriage. The children are being raised the same religion and go each Sunday although she does not. The grandmother is another religion.

Impressions: Mrs. C4 seems still very much attached to her mother as a young child. Her children are getting away from her at a very young age, but one wonders how much the grandmother controls them. Mrs. C4 probably sees herself as another child in the home. In talking about her social life she did reveal that she goes out to bars to meet people. She also commented that she rejected smoking and does not particularly like to drink. In many ways, she seems not to have given up her single life. Rather she has beget a few children for her mother to raise in addition to her. She does express hopes of getting away. This does not seem to be a conducive environment for learning or maturing. C4 certainly will have a struggle for masculine identification in this matriarchal background. It is good he is out some.

Charlotte Jenkins, ACSW

Student = C5 White male

I. C5 is well developed and tall for his age; he is neatly and cleanly dressed.

II. In class C5's behavior is rarely consistent; at times, he will sit quietly by the teacher in the reading circle and answer questions readily. At other times, he will laugh and play during the session, trying to create a disturbance. At other times, he will not participate in any way at all, and instead of being either cooperative or disruptive, will sit by himself, isolated from the rest of the children, with a bored expression on his face.

C5 comes from a Spanish-speaking home environment and has difficulty reading English because of this. He reads slowly and hesitatingly, and it is often difficult to understand him. When the class is playing records, he is most often inattentive and looks bored, probably because of the language difficulty.

In his relationships with the other children, C5 has a self assured, confident manner, and is often the leader in activities. He often gives the impression that he feels the other children are younger than he is; he will be indifferent, for example, to a child tattling on him or punching him, treating them with nonchalance.

He seemed to enjoy the special attention of the Vineland interview very much and volunteered much information spontaneously. In addition, he seemed very conscious of our observation in the classroom, and often acted as if he were "showing off" for us, e.g., flying paper airplanes, shadow-boxing, etc.

C5 seems to be a child with many problems centered around school. His language problem is a real one, making school boring and difficult for an otherwise bright child. In addition, he seems more mature and worldly than his classmates, creating social difficulties. He also seems to crave adult approval.

III. When asked about the summer program, C5 responded that he liked regular school better and did not like the summer session. He gave as his reason the fact that his teacher of last year had been "white", perhaps reflecting prejudice at home.

TC feels that C5 is a slow learner because of his language difficulty and in consequence, has a very short attention span. All this, she feels, makes him an insecure child who worries a lot about passing. She feels that he is aggressive at times and wants his own way, but mixes well with the other children. He is sometimes disruptive in class too. She told of an incident when a visiting jazz band had been at the school; C5 got up and danced with the music in front of all the other children and seemed delighted by their applause. She feels his language difficulty is the main problem, causing a great deal of insecurity; he seems to crave praise and approval.

Description of Homesand Family: The C5s reside in one side of a dive room duplex which is sparsely and bleakly furnished. It does have a window air conditioning unit. This is an integrated neighborhood, and there is a playground near by. Mrs. C5, who is Mexican, speaks no English. On the first visit, C5 acted as interpreter. This child's English is good considering the fact that he has actually had only one year of practice. The C5s have been in this country for two years, however little English was spoken to C5, even by his father who speaks it well, until he began school last year.

The second visit was made after the father's return from work, and he repeated most of the questions to his wife in Spanish.

Mrs. C5 is short, over weight and has Indian features. She smiled considerably and seemed most anxious to communicate. Mr. C5 was advised where she might learn English if she is interested. Neither parent was responsive to this, so it appears that there is some reluctance or fear of adjusting to this environment.

Mr. C5 is of medium build and size, and he appears to be American with the exception of his speech which denotes a heavy Spanish accent. He is from Honduras, C.A. He appeared to be a somewhat retiring man. His wife was assertive enough to inquire further about the purpose of the study using him as an interpreter. At the end of the interview when the parents were asked how C5 got along with his teacher, it was obvious, since the boy spoke up and started expressing prejudice whereas the father remaindd silent, that this child is expressing feelings for the father. The incongruity of C5's feelings was even more obvious when a Negro boy came to the door and C5 went out to see him and exchanged baseball players pictures acquired from bubble gum. C5 commented to the interviewer that this was his friend. There appears to be acceptance of the Negro on a behavioral level but verbal denouncement.

Also present during the interview was 15 month old, girl, sister of C5. This child is very round, very cheerful, and very active.

Itmisrnotedther85thatsthelparentsMsaid5college dame after the sixth grade in their respective countries. So one might assume that this is equivalent to completing high school, however this is not known. Mr. and Mrs. C5 both completed 6th grade education.

Members of the household: father, mother, C5, Girl 15 months, Girl 1 month.

Developmental History: Mrs. C5 had an uncomplicated pregnancy and delivery with her son. She described him as a "natural" baby. He was bottle fed as the other two. He was weaned at one and a half years of age. No thumb sucking reported. Mrs. C5 says sometimes the boys appetite is poor now. He rejects no foods except fish. A usual breakfast at their home consists of corn flakes and milk, ham and cereal, or a soft boiled egg, but they always eat breakfast. They seldom have a night time snack, but the father says C5 occasionally will get up around midnight and fix himself something to eat. He shares a room with a sister, 15 months old.

The mother was unable to remember how old the child was when he was toilet trained. He occasionally wets at night. C5 does not have nightmares. C5, who was present for most of the interview, understood the discussion regarding sleep and kiddingly said that he walked in his sleep. He held his hands in front of him closing his eyes in a clowning fashion. This child is very eager for a relationship with an adult. He sat on the arm of the chair of the interviewer.

The boy is in good health. The only childhood disease which he has had is the measles. The family has a private pediatrician. The parents say he is well coordinated.

C5 does occastionally bite his nails, but the parents express that he is not afraid of anything. They consider him well behaved, but they do not think he stands up for himself among other children. They also think he is a very curious child. Both agree that he is affectionate and demonstrative; however, the father and mother say he is closer to the mother, whereas C5 spoke up saying he likes best doing things with his father. They go to the playground close by. They enjoy walking and talking together. The parents say he gets along "O.K." with his sister. They commented on his good sense of humor.

The father is the primary disciplinarian. He does not listen to his mother very well, although she can sometimes correct him. C5 is punished either by a whipping or having to stay in the bathroom. The mother said she did not punish him. The boy stays at home a great deal of the time. He is not allowed to go to the playground alone.

Mr. C5 helps with the studies which are completed after dinner. It is difficult to get the boy up in the morning, but he is always ready for bed. The father commented on the child's good memory. At this point, C5 spoke up and expressed concern about not being promoted and being behind in school. Books which they have in their home are comic books and those text books given by the school. He does not go to the library with either parent. The parents wish for their children to go as far as possible in school. The mother wants C5 to be a medical doctor, and he expresses the same desire so he can "help somebody". The father wants his son to be whatever he wishes.

The parents had no opinion as to what kind of teacher is best for C5. Although when asked how he had related to TC, the boy said that he preferred a white teacher because "they know better". The father was questioned directly regarding this, and he nodded his head in agreement. Again, this boy seems to express some feelings for the father.

Family Background: Mr. C5 was born in Central America. His father was married two times. Mr. C5 was one of six, and he has four step siblings. When he was six years old, his mother died. He went to live with an aunt who raised him. All of Mr. C5's relatives were either fishermen or farmers.

He was a seaman for many years. It was during his travels that he met his wife who lived in Mexico. He is now a longshoreman and plans to become a U. S. citizen.

Mrs. C5 was the oldest of five children born in that area and lived in that area all of her life. She gave little information about herself. She did say that she played with dolls until she was eight or nine years old. The couple stated they had been married since a date which places C5's birth prior to their marriage. Mrs. C5 is one religion; Mr. C5 another. They do not consider themselves very religious. They report no difficulty in getting up in the morning.

Mr. C5 would some day like to have a business of his own. The mother wishes "something good" for her children.

Impressions: This child is handicapped by language, although he seems bright and will catch up in time. He certainly tries hard. The mother is either unable and/or unwilling to learn English which may serve to isolate her and the boy. He already feels closer to the father who appears to be a somewhat passive man. The mother, for all of her language difficulties, gets across her self assertion. C5 seems to be the type of child who will spend little time at home when he gets older. His parents show interest in him, and they seem to be the kind of parents who would follow through on suggestions. One wonders if the prejudice in this home is a reflection of an attempt to identify with the majority of the Southern lower socio-economic group to which environment this family is trying to adapt.

Charlotte Jenkins, ACSW

Student = C6 Negro female
8 years, 10 months
I.Q. 79

I. C6 is a tall, neat-looking child with a rather blank, expressionless face. She has no apparent physical defects.

II. In the classroom C6 is attentive and well behaved. There is very little evidence of alertness or zest about her--it is as if she is, above all else, obedient. She is not eager to participate and not particularly competitive, but she always knows what is going on and makes appropriate and capable responses. She tries hard to do what is required and shows a maturity and sense of self-possession which marks her as an older child. She is not restless and seems to have a relatively long attention span.

C6 is quite competent socially, and she relates to the other children without any apparent sense of insecurity. She smiles at the others any time their eyes meet andtthe other children often approach her.

C6's relationship with TC is relaxed. TC pays no more attention to C6 than to the other students, but her general attitude is warm and accepting. She can reprimand the child without any sign of discomfort, and C6 accepts the rebuff as if it is just. There is a tacit understanding between these two, as if they were old friends.

III. C6 said she was glad to be in summer school because she liked to play the games. Recreation was her favorite course, but she did enjoy reading. C6 said that she did like TC, but she liked another teacher better.

IV. TC described C6 as an extreme extrovert, saying she talks out, can not wait her turn--is generally boisterous. She has many friends, and on the playground is the center of attention in her group. C6 would like to play with the children her age, but does shy away from this, staying rather with those in her class. TC said that C6 is a repeater, but her work is above average and she is very persistent and conscientous.

Description of Home and Family: The C6s live on a street which dead ends at the industrial canal. The levee of the canal can be seen from the front porch of their home which is an 8 room high ceilinged, unpainted house in much need of outside repair. There were three old cars sitting in the yard, only one of which looked as if it might run. This area has a rural atmosphere, as evidenced by a chicken, a dog, and a duck wandering into the living room during the interview. No attempt was made to remove these animals from the house, so it was assumed that they live in the house as well. Mrs. C6 said that their rent is $100.00 per month. She told of their having moved to this house from another area of the city following an incident in which she was robbed and beaten by an aged man and three teenagers, all Negro. One thirteen year old boy was carrying a gun. Mrs. C6 had 23 stitches taken in a head wound and also received a broken nose which is now crooked, and two broken fingers. The boys are at ahcertain school. The man died since that time. Mrs. C6 said that the families wanted her to drop the charges on the youngsters, but she refused to on the basis that she believed they would then feel they had the right to harm anyone without punishment. This crime occurred when the family was living on land near the rail road tracks, which Mrs. C6 said was leased cheaply by "the government". Her husband decided to move because of it being unsafe to live in that area.

The C6 home is very untidy and dirty. Three of the children including C6 were sitting on the floor playing with clay given to them by the school. It is noted that the C6s have an aqua princess telephone which chimes instead of ringing. The only portrait in the room was of one of the older daughters with her high school graduation cap and gown. This was sitting amidst papers and debris on the mantel. One of the married daughters with an infant a few days old was present during the early part of the interview. She left to go to Charity Hospital Ob. Clinic, and Mrs. C6 was keeping the baby. It was noted that the 12 year old daughter gave this child a bottle and cared for it. A five year old grandson was walking around with a bottle in his mouth and pulling on his ear. There was much coming and going of children during the interview. The mother outwardly seemed to take this all in her stride. Mrs. C6 is a large boned, tall, dark skinned Negro woman with short hair plaited to her head. She said she had lost from 297 lbs. to 170 lbs. in approximately six months by eating a commercial reducer which tasted like chocolate candy. She said her entire family was over weight, meaning her parents and siblings.

Living in the home are: father, mother, son 22 and his wife and their 1 year old son, son 16, daughter 13, daughter 12, C6. Grandchildren Mrs. C6 is raising who also live in the home: boy 12, boy 10, boy 8, girl 6, and boy 5.

Mrs. C6 reminds one of the lady who lived in a shoe. She is the mother of 14 children--3 sets of twins. Four married daughters live out of the home. The oldest child is 27. She has 5 children. There is a total of 12 grandchildren.

Developmental History: Mrs. C6's pregnancy with C6 was uneventful. She was a twin. The male child died at birth of a hemorrhage. Mrs. C6 was told by the doctor that C6 also had a tendency toward hemorrhaging easily and that she would not live to be one year old. Mrs. C6 says they watch her closely, and she is in good health with this exception. C6 has had measles and chicken pox.

C6 was breast and bottle fed and weaned at 6 months. The mother reports that none of the children ever "nursed their thumbs". The mother reports that C6 was "not quite one year" when she was toilet trained.

The mother considers C6 well coordinated. She has had no serious accidents or illnesses. She thinks C6 is affectionate since she "stays in my lap more than the younger children". The mother admits indulging C6 as she is her youngest child. C6 is curious and asks questions.

She wanted to sleep in the parents bedroom, and she did when she was "small" while the father slept on the sofa. She now shares a bed with a sister. The family has four bedrooms. The girls and boys have separate bedrooms, and the parents and son 22 and his family each have a bedroom. Mrs. C6 has not explained the facts of life to C6 yet. She may let her find out on her own. She says C6 is self asserting.

Mrs. C6 reports no phobias or habits for C6. The mother is a nail biter. She has a special problem with son 16, who is retarded. He went to special class last year, but she could not remember the name of the school. She sometimes keeps thirteen year old girl home from school to work. The daughter baby sits, and she also works at a restaurant on week-ends with the parents. Mrs. C6 has been employed as a cook there for six years. This daughter is behind in school as is another daughter. Mrs. C6 says she wants all of the children except son 16 to finish high school. She would like for him to learn a trade. She has never taken them to the library. She does not help them with their studies. The daughter-in-law does this usually around 7:00 P.M. The children have a few text books given to them by the school and a few story books. The children have their missals from church, but there is not a dictionary in the house. Mrs. C6 also reported that 8 year old son was sent home last year from school because he had "teeter" in his head.

Mrs. C6 has had grandchild 12 and grandson 10 since they were infants. The other three grandchildren whose mother lives in another area of the city came to the C6 home more recently.

Mrs. C6 says she does most of the discipline at home because her husband is "heavy handed". Son 22 helps her with this. She usually punishes them by taking away opportunities to go somewhere or money.

The children usually have a breakfast of juice and eggs, milk and cereal, oatmeal, or butter and rice. When she is at home at night, she gives them egg salad or bacon and tomato sandwiches. She does not know if they get a night snack when she is working. She says they all have healthy appetites and do not reject food.

Family Background: Mrs. C6 was the youngest of seven children which included some step brothers and sisters. She did not play with dolls or toys as a child. She played with other children. She said she liked to play ball and be out of doors. Mrs. C6 went to the 9th grade in school.

Mr. C6 is the oldest of five children who enjoys the out-of-doors as a child. The mother was unable to say how far her husband had gone in school. He is employed as a laborer where he has worked for the past 8 or 9 years. Mr. C6 wanted a large family. The wife did not. She only wanted 2 children. Mr. and Mrs. C6 are the same religion. Mrs. C6 considers herself a religious person.

Mrs. C6 says that her family has had a hard life especially trying to provide financially for the children. She has hypertension, but she works at night as a cook to try to help provide for the children and grandchildren. She has been working at the restaurant for six years. She says she goes to work as tired as she comes home. Providing for a family this size, they need all the assistance they can get.

Impressions: The demands of this large family are rather overwhelming. It is no wonder that Mrs. C6 weighed almost 300 lbs., but it does seem that she has a pattern of taking responsibilities on to meet her own needs. Her dependency seems to be met by having all of these children dependent upon her. Here again, the older children take care of the younger. Being the "baby" has its advantages as evidenced by Mrs. C6 holding C6 and "babying" her since she is the youngest. One gets the message that babies are very very valuable and that being a baby is highly regarded in a positive way.

Charlotte Jenkins, ACSW

Student = C7 White female
7 yrs. 3 mos., I. Q. 88

I. C7 is a small, pretty child with long, clean, dark hair and big dark eyes. She appears to be pensive and rather shy and frightened. C7 has no apparent physical defects.

II. C7 is very passive in the classroom exercises. She does not get at all involved in the group or the work at hand. She is extremely inattentive and does not participate even when addressed. If she stays with the group, she sits very still and stares at something on the other side of the room. Sometimes she leaves the group completely and sits apart, again staring and doing nothing. C7 shows no sign of restlessness and is not a disruption, but is almost always very withdrawn. During play time, she wanders aimlessly, rarely doing anything. If most of the children move toward one particular activity, C7 leaves that area.

C7 has little or no interaction with the other children. If she is approached, she may just leave or may respond with ambivilence. Often her hostitality is apparent and unrelieved until the other child is out of her way. She is incapable of sharing anything--she fights for sole possession of an object, but if it becomes obvious that she can not get it alone, C7 moves on to something else. C7 talks to herself and often laughs for no apparent reason. I have never seen her smile at anyone.

C7 and TCshave not established a relationship. TC permits her inattention and wandering, rarely, if ever, calls upon her or trys to force her participation. C7 makes no advances toward TC. She was affected by our presence and stared intently at us, but she did not want to talk to us and never really showed any signs of being friendly.

III. C7 said that she liked summer school better than regular school because she liked to go on the trips. Riding the school bus was her favorite thing about the whole program. TC was her favorite teacher.

IV. TC described C7 as "timid, shy, and withdrawn." She sits quietly, isolating herself from the group. She cries easily and is easily frightened. TC said that she tried to give C7 responsibilities, but that "she always wanted things her own way." C7 asks to go to the restroom unnecessarily "just to get away from people." TC said C7 always takes her shoes off in class, and that she seems nervous. She works very fast and has no interaction with the other children. She copies work from others and then just sits quietly and stares. TC thinks "there is something wrong with her."

Description of Home and Family: The C7s live in a shot gun house which they rent. They have been residing there for one year. An air conditioning unit was available to cool the front portion of the three bedroom, five room house. Mrs. C7 uses the side entrance of the house which has a long alley way and porch where all of the children were playing. There is room for the children to crawl under the house from this side. Mrs. C7 commented on tying the gate closed as son 5 had gotten out one day. The house is run down, but Mrs. C7 keeps both inside and outside neat in appearance. It was noted from the kitchen where the interview was conducted that there were two boats parked in the garage. There were also chickens and ducks in the back yard.

Mrs. C7 is a short, stocky woman of 28, who wears glasses. She is from Central America and she wears her dark hair parted in the middle and pulled back severely from her face. She has white even teeth, and her complexion is light. Her English is quite good since she spoke it as a child.

The C7 household contains: mother, father, girl 7, boy 5, boy 2 and girl 3 months. It can be noted that these children are very close in age. The mother left the baby along with the three boys on the porch while she was talking. At one point, the five year old and a three year old came into the kitchen and took the milk out of the refrigerator and poured a glass for themselves. The three year old spilled some milk; and although the mother was aware of this, she did not get up to assist the child who began crying. She asked him to wait. She offered the interviewer coffee. At another time, one of the children was crying in the yard, and she did not get up to see what was happening. It was not that she was unaware. Mrs. C7 looked weary and tired, as if the children were entirely too much for her. It was not as if she were angry with them either. Apathy is probably a more appropriate description. She did appear flat in her affect.

Developmental History: C7 was not a planned child. The mother had an easy pregnancy, and her delivery at Charity Hospital came easily also. She described C7 as a "skinny" infant. Mrs. C7 tried breast feeding, but she said that her milk was not satisfactory. C7 was weaned at 11 months. She still sucks her thumb. Mrs. C7 puts pepper on it, and she teases the child to try to get her to stop. C7 also pulls fuzz from her teddy bear. Toilet training was accomplished at one year according to the mother who states this was earlier than the rest.

The mother considers C7 well coordinated. She is in good health with the exception of chronic earaches and occasional complaints of a stomach ache which the mother reported immediately after her recognition that C7 gets nervous when she and her husband fuss.

C7 has her own room. She likes to stay up late. She is not afraid of the dark, but she "gets restless" at night and sometimes comes to the parents bed. She sometimes talks in her sleep. The other children will get up during the night and come to the parental bedroom. The mother considers C7 curious. The mother tells her that God sends the babies when she asks where they come from.

Mrs. C7 says the children love their father, and C7 especially is close to him. She is considered affectionate. She kisses the baby frequently, and she likes holding it. C7's only friends are the ones she makes at school. Mrs. C7 does not let C7 or the boys out of the yard. She will let children come there to play, but she does not allow them to go elsewhere. She told of leaving to go to the clinic one day and not getting home before C7 returned from school. She says she does not want the children out because they pick up "bad words".

When Mrs. C7 gets angry with the children, she will not talk to them. She says they can "push her around". She sometimes threatens them with telling their father about their behavior.

A boy is unable to pronounce words and is scheduled to go to the speech center for therapy. He also sets fires under the house.

A usual breakfast consists of milk with cereal, eggs, oatmeal or grits. The mother forces C7 to eat eggs, although the child does not like them. They have a night time snack of cookies and milk.

Mrs. C7 thought kindergarten had been good for C7 in getting her accustomed to other children. Mr. C7 is not satisfied with C7's school progress. Both parents help with her reading after dinner, but the mother helps primarily. The father bought Cyclo-Teacher, a device for self teaching which is far too advanced for a first grader, for C7. This was shown to the interviewer, and the questions on the disk pertained to genetics. The interviewer, and the questions on the disk pertained to genetics. The children have story books and Child Craft books also. They have never taken C7 to the library. The mother said C7's teacher wants her to join the PTA, but she finds it impossible to leave home. Both parents wish the children to finish college, because they feel "it is hard not to get a full education". Mrs. C7 recognized C7 has difficulty concentrating. Mrs. C7 made no mention of the fact that C7 has a Negro teacher.

Family Background: Mrs. C7 is the oldest of 11 children. She was "raised by nuns" because of the parents inability toccare for all of the children. According to Mrs. C7, she slept at home but spent her daytime at the convent. A priest made it possible for her to come herein hopes that she might make a better life for herself. Her family was extremely poor. She had no toys or dolls. She had two brothers who finished college. She went to the 9th grade. Her parents died in 1956. She has no relatives in this country.

Mr. C7 had one sibling, a half sister who is older. His parents separated when he was four, and he, too, had a difficult life. He blames his mother for his problems. He completed the 9th or 10th grade (Mrs. C7 was uncertain) and then went to trade school and became an electrician.

The Mr. & Mrs. C7 have been married for seven years, according to the mother. This would mean that she was pregnant prior to her marriage. Mrs. C7 says they were married in one church since the husband was unwilling to convert one religion, being another religion. They have had a stormy marriage since, Mr. C7 was a heavy drinker. He has been dry for two years now. Mrs. C7 feels that her husband's employer, for whom he has been working for a year and a half has helped by getting him to church. The employer is a minister of a church.

Mrs. C7 began having children more quickly than she could adapt, and she had a "nervous breakdown" after the birth of a son and was hospitalized on the psychiatric ward at Charity Hospital. Her husband wishes more children, and she does not want anymore. Mrs. C7 was prepared to leave her husband had he not quit drinking. She recognizes it is unwise for her to have any more pressure upon her. They still argue, but she can tolerate this. She may return to work when the children are older. She worked first as a domestic when she came to this country. She was employed as a sales girl at a bakery for 4 years prior and after her marriage. She worked until son, 5 years old, was 15 months old.

Mrs. C7 says it is difficult for both her and her husband to get up in the morning. They have practically no social life except to go to church. She stays with the children. He sometimes goes fishing. The mother hopes some day they will have "a little shack" out of town where they can have chickens and raise livestock and be free. She says her husband likes the out-of-doors and wants this too.

Impressions: C7 is exposed to a disturbed and unrealistic family life. The mother is unable to be maternal because she never had any mothering herself. This woman is "starved" for a relationship. Unfortunately, the children will go hungry also. If an opportunity for change and growth were available to this mother while she is relatively young and not physically breaking down, the situation might not become predominantly irreversible. C7 is no doubt, already feeling the effects of a psychotic mother as evidenced by learning difficulties which seem associated with inability to concentrate and unrealistic expectations by the parents.

Charlotte Jenkins, ACSW

Student = C8
Girl, 7 years old

Description of Home and Family: Mother of C8 lives in a house which is rented. This is a neighborhood of row after row of small white houses with well kept yards and houses. This house was no exception. The floors were shiny clean and sparse furnighings made things seem as if they had an exact place. Mrs. C8 appeared in her house coat and pregnant. She excused her appearance saying that she has been suffering with hemorrhoids and is unable to be out of bed on some days. Mrs. C8 is overweight. She has light brown hair and ruddy complexion. Her two front teeth are set wide apart. She has a congenial smile, but she was somewhat guarded and witholding in the information she gave. Since Mrs. C8 is from Central America it was felt that there might be a language barrier; however she does not speak English with much of an accent, and she commented that she had been bi-lingual as a child. So perhaps it is related to her personality. The three children also were reluctant to give information. 08 was at home. She sat in the living room on the couch by her mother watching cartoons on television throughout the interview. She wore a pink romper suit and high heel play shoes. She kept her kitten on her lap throughout. This all white kitten appeared mesmerized as did its owner. C8 spoke only to answer questions briefly. She is a slight child with olive complexion and naturally curly hair. She is a pretty child.

Members of the household are: mother, father, step-sister 16, sister 11 and C8.

Developmental History: The mother was nauseated throughout her pregnancy with C8. She was blessed with an easy delivery and said that C8 was a "good baby" because she was quiet. C8 was breast fed, because the mother did not want

want to have to get up at night to fix her bottle. She weaned herself at 8 months. She never sucked her thumb.

Mrs. C8 said C8 was "all trained" at one year. The mother said neither of her children "wet much at night". In the past year C8 has had accidents which the mother attributes to the child's change of environment. She had been living with the maternal grandmother in Central America until she came here to go to school. The 11 year old girl came with her mother four years ago.

C8 is in good physical health. She has had none of the childhood diseases. She is well coordinated. She has had no serious accidents or illnesses. Mrs. C8 says C8 talks considerably and constantly asks questions. This was certainly not obvious during the interview. She was also reported as energetic and did not have enough to do. Mrs. C8 does not let her play outside very often.

C8 is afraid of the dark and being by herself in a room at night. She shares a room with sister 11 and sleeps well. They have double beds just off the living room, and their room is furnished in pink and white with dolls on their beds. There are three bedrooms in the home. C8 did not sleep with her parents as a small child. She does not have nightmares.

Mrs. C8 considers C8 a very curious child. She has not told C8 the facts of life and said she did not know how she would approach her. She thinks [redacted] is affectionate. C8 loves cats and animals. She holds her kitten "all the time", the mother reports. C8 has no habits that concern the mother.

Mrs. C8 says C8 does not stand up for her rights. She will let other children "beat on her". There is some jealousy between C8 and girl 11.

This child does not eat well. The food she likes most is fruit. She will not eat red beans. She drinks plenty of milk, A usual breakfast would consist of cereals with milk, oatmeal, or cream of wheat. A night time snack of cookies and milk or bread and milk is offered.

Mrs. C8 is the disciplinarian at home. She punishes C8 by taking away the TV. Occasionally she spanks her. C8 has had about three spankings this year.

Mrs. C8 assists the children with their studies which are done immediately upon arriving home from school. Mrs. C8 does not take them to the library, but they often go on their own. C8 likes story books. Literature in the home consists of: Young People's Encyclopedia, Know Your American Program, Standard Encyclopedia, a dictionary, and the Bible. No magazines are available.

Mrs. C8 wants all three children to go to college, because "you can't get a good job" and "you're not looked up to in the world" without an education.

When asked how C8 liked her teacher, Mrs. C8 made no mention of the fact that she was Negro. She said C8 repeated what TC said, and she supposed she liked her. The mother thinks C8 does well with a kind and understanding teacher.

Family Background: Mrs. C8 was the youngest of 8 children raised in Central America. She says she played with dolls until she was 12. She liked being outside, and she swam and played volley ball. She finished high school which she says is a Junior College equivalent in the U.S. She taught school for three years. She does not consider herself a religious person.

She met first husband, who is 30 years old, when he came into port. She married him in 1955. The first husband is a U.S. citizen who finished high school. She says he does not visit with the children now. They separated three years before her marriage to second husband, Mr. C8, also a seaman, who is a chief engineer on a tug boat. She said he has been a seaman since he was 14 years old. He finished high school. She married Mr. C8, 35 years of age, in 1966. He is another religion. She had known him for 10 years.

Impressions: This appears to be a tight lipped family, and there are considerable questions and gaps in the material acquired. It could be that anyone representing the school is seen as an authority and information should be withheld. At any rate, the silence and lack of spontaneity is obvious in this family. Their attitude hinged very much on being suspicious. The history denotes an early and an unstable marriage. One wonders why Mrs. C8 came to this country and left C8 with her parents. It is difficult to describe this family except to say that they probably stay to themselves a great deal.

Charlotte Jenkins, ACSW

Student = C9
Girl, 7 years old

Description of Home and Family: The C9s live in a 6 room home which they are buying. The house has large rooms and high ceilings. The outside is fenced and guarded at the gate by the children's two dogs. Mrs. C9 said all of the children love pets and have more than they really need. This is an integrated neighborhood, as evidenced by a white family living directly across the street. It is a short distance from the industrial canal.

Mrs. C9 is a pleasant looking woman who has a broad smile. Some of her front teeth have cavities, and this is detracting from an otherwise nice looking, medium sized, light skinned Negro woman. She has a well modulated voice, and she speaks intelligently. Mrs. C9's mother passed through the living room during the course of the interview. She is an attractive gray haired woman in her 70's who spends considerable time with the family.

The C9 family consists of: Father, mother, girl 17, boy 15, girl 14, boy 12, boy 8, girl 7 (C9), boy 6 and boy 5.

Developmental History: C9 was not a planned child, nor were anyoof the C9 children, but the mother stated that she and her husband wanted a large family. She thinks 8 is enough. Mrs. C9 had an easy pregnancy and delivery with C9. The only complications she had with any of the children's birth was to have sections with the last two. C9 is described as a "fat baby" who was breast fed. The mother read that breast feeding was good for children, so she gave all but the last two the breast. C9 was weaned at one year with some difficulty which Mrs. C9 described as C9 "didn't want to turn it loose". As an infant, C9 had a number of boils which were quite painful to her. The child was "completely trained" at 1 year after having been started at 8 or 9 months. Mrs. C9's mother believed in early toilet training and she patterned herself after her mother. Girl 14, is a bedwetter, and she also sucks her thumb. The mother said she would take Girl 14 to a psychiatrist if she could afford it. She says this child loves animals, but she has difficulty with people.

None of the children sleep with their parents or ever did. The three bedrooms are divided up boys, girls, and parents. C9 does not have nightmares. The mother considers C9 a curious child. She explained the facts of life to her in terms of "flowers and seeds". She has only told the teenagers the physiological details of birth and conception. One gets the impression that Mrs. C9 is not explicit with her children.

Mrs. C9 considers C9 self asserting. She describes her as an affectionate child who hugs her a great deal. She said that "C9 is a sweet little thing at times". She gets along well with children her own age. She considers C9 the most intelligent of her children who likes to read and study. Mrs. C9 has aspirations of this girl becoming a dress designer.

C9 is thought to be well coordinated and healthy. She has had mumps, measles, and chicken pox. No serious illnesses or accidents are in her history.

Mrs. C9 says all of her children have a healthy appetite except boy 12. She commented that she would like to "curb their appetite" with the implication that it is costly to feed them. A usual breakfast would consist of: grits and butter or corn flakes and milk. Occasionally they will have pancakes. Usually they have fruit, mainly oranges or apples. There is a night time snack of milk and toast and butter or peanut butter and jelly sandwiches.

In regard to the other children, Mrs. C9 is concerned about girl 14 as mentioned. She also bites her nails. Boys 15 and 8 are nail biters. Before girl 17 "started noticing the boys", she bit her nails too. Mrs. C9 says that boy 12 was ill with pneumonia as a young child and was taken into the home of her mother where he was "spoiled". She does not think he asserts himself very well, and she is very interested in the boys being able to do this.

Mrs. C9 handles most of the discipline. She calls on the father for the oldest boy. The father primarily talks to them and does not "use the strap" unless he "really has to". She says when she punishes them, she hits them with "the strap", puts them on their kaees in a corner, makes them go to bed, or takes away TV.

Mr. & Mrs. C9 leave the studies to the children to do themselves. The older ones assist the younger. The mother tries to get them on their homework as soon as they come home from school. She wants them all to finish high school and would like for some of them to take further training in business. Mr. C9 would like this also and says he "wants the best for them." She says C9 shows the most promise as a student, although boy 15 is bright in math. Girl 14 is an average student, but she did fail third grade. Boy 12 is not doing well as he is repeating 6th grade this year. He is shy and will not speak out in class. Boy 8 failed first grade. Books available to them at home are story books, Educational Development Encyclopedias, Encyclopedia Brittanica, Wonder Book, Golden Books of Knowledge, and the Weekly Reader. Neither Mrs. C9 nor her husband take the children to the library. They go perhaps once a year.

Family Background: Mrs. C9 is one of five children, three boys and two girls. She said they did not have much, but they were happy. The parents separated when the children were young, but she considers her mother as having "brought us up well". Mrs. C9 did not care for dolls. She preferred to climb trees and play baseball. She was raised "strict" but has "gotten away" from the church. Mr. C9 was another religion, and most of the children are being raised the mother's religion. Mrs. C9 has worked as a dishwasher and waitress since their marriage to assist with finances. She currently makes draperies in her home and earns income in this way. Mrs. C9 finished high school.

Mr. C9 had one sister who died when she was 18 months old. His parents also separated when he was very young. Mrs. C9 said they both vowed they would do their best to make a substantial home for their children. She says her husband has a good understanding of the children. He is occasionally moody, and she tries to be understanding at those times. She feels their sense of humor is an asset. Neither have difficulty getting up in the morning.

They are striving to pay for their home and make it nice for their children. Mrs. C9 would like it if they could have a comfortable income. Mr. C9 is a TV repairman on his "moon lighting" job. He had hoped to open a business of his own but he can never get enough ahead. His regular job is as a truck driver. Mr. C9 has had one year of college.

Mrs. C9 says they have always been a close family. There is never a birthday that passes among them which they do not celebrate with a party. She only wishes that they could have a closer "religious" family.

Impressions: This family has middle class strivings, and they would no doubt be there were it not for the size of the family. The children's symptoms and the mother's corporal punishment seem to indicate repression of anger by the male children and expressions by the female children. C9 as a younger child and a female is apparently developing fairly well.

Charlotte Jenkins, ACSW

Student = A1
White female, Age 6

I. A1 appears average in height and weight, but presents a pathetic, straggling appearance, since she is poorly dressed and has long hair in her eyes. She wears glasses for stabismus.

II. In class, A1 appears extremely inattentive and withdrawn, at times looking like she is "a"million miles away." In the reading circle, she appears to lack self confidence drastically and often looks over at the others to find her place in the book. She reads poorly and has to be prompted often; at times, she will read at the wrong place in the book. During class activities or seat work, she looks constantly over at the other children, to see what they are doing or through lack of attention and interest in school.

She appears resentful when she is scolded, and at one time after a reprimand, she punched another little girl. At times, she will punch back and forth with another child, but on the whole, seems to interact very little with the other children. She often stares at the other children or at adults with a blank expression, and appears either extremely apathetic or dull. She picks her nose and sits quietly with her mouth open, with a weary expression on her face. At other times, however, she appears eager to help the teacher and seems to crave adult approval.

During the Vineland interview, it was difficult to establish rapport, but oncetthis was done, she made many spontaneous remarks about doing chores at home and about misfortunes around the neighborhood. She appeared to be a shy child lacking in happiness and spontaneity. She was very poorly dressed with hair uncombed.

In general, Al appears to be a shy, passive and withdrawn child, lacking in self confidence and enthusiasm.

III. When questioned about the summer program, she responded that she likedthe regular session better than the summer, since she would rather stay home and play in the summer. However, she said that she liked her teacher.

IV. Al 's teacher considers her a very inattentive child who is not easily motivated. She is a slow learner and is repeating first grade. TC remarked on the child's slovenly appearance, with dirty hair and clothes, and felt that this was due to lack of encouragement and care at home. She remarked that Al's mother was very careless about making the child wear her glasses, which, incidentally, need changing. However, the mother does pick the child up after school. Thetteacher felt that Al got along well with girls, but not boys, and refused to sit next to them in class. She also commented that she was particular about what she ate and refused to eat the cookies and milk served at the school recess. In addition, Al appears tired all the time, as she falls tcasleep on field trips and has constant circles under her eyes.

Description of Home and Family: Mr. & Mrs. Al reside not far from Al's school. This family resides in one half of a double which consists of 3 bedrooms, a living room and kitchen. There is a stove sitting on the front porch ofthhis home. The house is meagerly furnished but neat. It was noted that there were 2 television sets in the living room. The wool rug was threadbare.

Mrs. Al is of medium height and average build. She is a very sun tanned woman. Since the father said he had a plastic swimming pool in the back for the children, the interviewer wondered if she had gotten the tan this way.

She wore "glow polish" on both her fingernails and toenails which attracted attention to those parts of her body. Mrs. Al's front teeth were decayed and partially broken off. Mrs. Al speaks intelligently. Her appearance is somewhat detracting or rather incongruous with her verbal presentation.

Mr. Al is a man who is considerably over weight with a mild case of stribismus. His general appearance is superior to his wife's. He also speaks intelligently, and he very early let me know he is involved in politics. It was noted upon entry that there were political posters nailed to the front of the house. Al was present in the beginning. The interviewer spoke with this child, but there was very little response other than "Yes M'am" or "No M'am". The mother placed Al's glasses on her, and it was as if this had been done for some demonstrative purpose for the interviewere It was noted that Al also has stribismus. Also present were two of the older children. The Al household consists of the following members: father, mother, boy 17, girl 16, girl 15, boy 8, and Al.

There is an older daughter, 19, who has been married for 2 years. She has 1 child, and her husband is in the service. This girl no longer lives in the home. The parents expressed dissatisfaction that this girl had not gone on to nursing school as she had planned on completion of high school.

The children with the exception of Al were still in bed at 9:30 on Saturday morning. Boy 8, upon wakening, came into the living room and cuddled up next to his father. The mother commented that all of the children liked to come immediately to the parents and cling to them upon wakening. Sixteen year old girl also got up during this time, and she came into the living room also. This is a fairly attractive girl who like her mother wears "glow polish". She made a few comments during the course of conversation which let the interviewer to believe that she has a very poor impression of herself. The parents were complimenting her in some of her achievements, and she was disparaging about this.

Developmental History: Mrs. Al said that she had an easy pregnancy and delivery with Al. She had a very short period of labor. She said Al was a good baby who was bottle fed. She reported that she could not nurse her children because she had Rh negative blood. When the interviewer questioned her about the connection, Mrs. Al was unable to say whyythis prevented her from nursing. She said she did start to nurse the first child, but the doctor advised her against this. Al was weaned at 1 year. This was the usual time she weaned all of her children. Al had bowel control at 1 year. Day time and night time dryness occured at age 1½ years. The parents considerAAl a curious child. The mother has told all of the children that "babies grow in the mother's stomach". The mother stated that Mr. Al had encouraged the children to sleep in the bed with them, however, she was very emphatic about this and has not permitted any of them to remain in the bedroom except when they are sick. They consider Al a healthy child who is well coordinated and active. They are satisfied with her physical development. Al does not have allergies and was unable to take her childhood vaccination. She has had the childhood diseases of measles, chicken pox and "Indian Fire" which the mother says is the same thing as imphantigo. When Al was very young they suspected a tumor in her chest, but this turned out to be pin worms. She has had no serious illnesses or accidents. She says that Al has a good appetite. The children don't always eat breakfast but they do for the most part. Their breakfast would consist of doughnuts and chocolate milk, pies and chocolate milk, or dry cereal and milk, They most always have a snack at bedtime. There is only one child who is a "picky eater". None of the children home at the time of the interview were over weight. The mother states that the father frequently indulges them with candy. She objects to this, but he seems to win out. The parents state that Al enjoys and gets along with other children.

Family History and Relationships: Mr. Al is 8 years his wife's senior. The couple married when she was 16, and he was 24. The mother quit school in the 7th grade, and had a nursing course after this. She was the youngest of 11 children. The father was the oldest of 4 children, all boys, who were raised by his grandparents. He finished high school and went to business school taking up bookkeeping and accounting for a 5 month course. While in the service he attended CID school. For a number of years he has worked as a mortgage clerk, but after the last election his company lost their position with the city. Mr. Al is amazingly active in a city area's civic groups. He is quite well informed on all of the activities of that area. He spoke of the St. Patrick's Day Parade of the community which is usually attended by the Governor. The parents are members of the area Recreation Club. The father belongs to 7 or 8 booster clubs, and hesis assisting in forming a Dad's Club at a high school. This club is to provide financial and moral support to would be high school dropouts. Mr. Al is also a member of the social club. The club consists of 17 men, and an off shoot of this club which is for the benefit of the men's children. This club is fashioned after the carnival krewes and includes a parade with floats. Participants are children designated by the men's club. Al was queen of it this year. The parents showed the interviewer photographs taken of the parade, and the father also gave the interviewer wooden dubloons thrown from the float. Mr. Al is also interested in sports, and boy, 8, plays on one of the playground's team. The parents are the same religion and attend church regularly. The 17 year old boy is mentally retarded. He had been working, but he was recently in an accident and he has a pin in his foot which prevents his present employment. The parents said that the accident was not due to his carelessness as he was hit behind by a car while riding a bicycle. He and A1 do not get along very well. A1 is closer to her brother, 8, although the parents do not feel that she is closer to one or the other of them. They do not consider her as affectionate as the other children. Mrs. A1 denies any jealousy among the youngsters. The 16 year old girl had a bed wetting problem until last year. The oldest boy still wets the bed.

They consider A1 a daring child. The mother stated that she sometimes felt that A1 was meant to be a boy because she plays rough, loves fishing and crabbing. She is very much interested in the "Ponytails", a girls ball league; but she will not be able to join this until she is 10. They see A1 as a child who can assert herself, but it was observed that they chided boy 8 when he piped in to tell about a fight he was involved with.

The parents want all their children, with the exception of boy 17, to finish high school and to go on to college if possible. Mr. A1 expressed the opinion that one had to have a high school education "to go anywhere". The mother takes the children to the library occasionally. The family does have World Book Encyclopedias and story books at home for the children. The mother assists with their studies, and they are not required to attend their studies until after their play time in the afternoon and having eaten. A1 failed the 1st grade this year, and her mother said she had "no reading ability". The mother

The mother felt that a strict teacher would be beneficial to Al as she "has too much play in her". She also felt maybe she "babied" the children too much.

Impressions: Although this family is apparently a more social group for the enviornment, there seems to be a lack of unity in their interpersonal relationships. Both parents tend towards indulgence of the children which may lean towards over indulgence. One gets the feeling that these parents are organizers but not organized. They seem responsive to the physical and social needs of their children but the intellectual and emotional needs may well be neglected.

Student = A2
White male

I. A2 is a large, wellldeveloped child, above average in height and weight. He has severe strabismus, but does not wear glasses.

II. A2 is very enthusiastic in class and seems to enjoy all the class activities very much. He grins constantly, giggles often, and fidgets constantly in his chair. He is often mischievous and boisterous,,but seems to be following the lead of another boy in the class. When he sits by the boy in the reading circle, he plays a lot and is inattentive, but when sitting by himself, seems to pay more attention. When reprimanded for his inattention, he grins in an embarrassed fashion. On the whole, he seems cooperative and enthusiastic in the classroom, and seems to enjoy the stories the class reads.

In the reading circle, he reads haltingly and slowly, with an accent (his family is Spanish-speaking). In addition to the language problem, he seems to have a very real visual problem, as he squints constantly, frowns while focusing his eyes, and keeps his head very close to the page.

While doing seat work, he seemed to concentrate and think with his whole body--he squints, frowns, wriggles, and moves his lips, in addition to a great deal of eye blinking, It is difficult to tell how much of this constant activity is nervousness or visual defect.

He appears to interact well with his teacher and enjoy class activities, as well as enjoy friendly and playful relationships with the other children.

IV. A2's teacher feels that he is a very slow student, and in this connection, discussed his Spanish-speaking background, and the fact that he had first learned English last year in school. Despite this problem, she feels that his main difficulty is visual and that he would benefit greatly from proper eye care. She remarked that he was a very sweet child, shy and timid, and felt that socially he was not as outgoing as he might be,

In relation to his school performance, she felt that his overall cooperativeness and eagerness to learn were real assets; "he tries hard" at everything.

Student = A3
White female, age 6

I. A3 is a big, wellldeveloped child, taller than most of the children in her class. She is nice looking, with no noticeable physical defects.

II. In class, A3 is bright, alert and attentive, holding her hand up often in response to questions. Her answers, however, are not too original, as she tends to copy the other children with minor variations. She participates enthusiastically in class projects and is very talkative and extroverted in her general behavior. She seems to have an easy-going and open relationship with her teacher, and often talks back to the teacher in a playful, almost "sassy" manner. She is often restless and fidgety, moving about in her chair constantly. In relationships with the other children, she is playful, humorous, aggressive and spontaneous, with no hint of shyness. In gemeral, she has a cocky, confident air.

In the reading circle, she reads slowly and in a monotonous tone of voice without appropriate expression, and often halts over familiar words which she had gotten previously. When the other children are reading, she often has a bored expression on her face, as if much of the class activity were below her mental level.

During the Vineland interview, she expressed herself very fluently and seems to have high verbal ability, which gave an impression of maturity to her answers. She spontaneously volunteered much information about her home and family life, telling about their troubles and good times. She talks as if she were much involved in close family relationships and gave the impression of a happy, active home life.

III. When asked about the summer program, she remarked that she liked the regular school session better, because she got "a nice hot dinner" at noo noon, whereas she only got cookies and milk in the summer. However, in one respect she likes summer school better, because of all "the toys, puzzles and books" and the longer recreation periods. When asked her opinion of her teacher, she said that she liked TC "all right."

IV. A3's teacher characterizes her as an average student, but slow average. In reading, she does not remember words she should remember. TC also remarked that the other children are "slow" (children of the A3 family), students and have had to repeat grades. She feels A3 is immature and babyish, easily distracted and often "whiney." She expressed the opinion that although A3 often acts very mature and grownup, this is really "an act" and that A3 is imitating adult behavior. She feels that A3's high verbal ability and vivid imagination give her a false impression of maturity. She describes her as a "busy-body" in class, who enjoys helping the teacher. In relationships with other children, she feels A3 gets along easily and well.

Student = B1
Negro male

I. B1 is a strong, well built child, but shorter than the other boys in his class.

II. In class, B1 is always busy, either doing seat work and assignments, or walking around the room getting puzzles and books, etc. He is very attentive and seems to enjoy his work very much. He will get up from his seat and ask the teacher questions without timidity while she is conducting the reading circle with other children. He plays with the other boys in the class and seems to be on free and easy terms with them, but is not boisterous or disruptive.

In the reading circle, he reads well and gives sensible answers to questions; i.e., at one point, he told TC that it was a "pretend" story they were reading. He takes an active part in the class activities and is alert to what is going on. When reading alone at his desk, he reads the words out loud, but does not seem to be doing this in an attention-seeking manner.

B1 seems to have a good relationship with his teacher and often sits next to her in the reading circle. He seems to enjoy doing things for her and will put up the books and arrange them. In addition, he seems to enjoy good relationships with the other boys in the class.

IV. TC remarks that B1 is a child who is very anxious to please and is always extremely polite; he always says "thank you." She says that he does his work slowly but gets it done and is always eager to participate in class activities. He feels free to come to her with problems when she is busy. She feels he gets along very well with the other boys but is never boisterous or disruptive in class. Although he is anxious for approval, he is not attention-seeking.

Student = B2
White male

I. B2 is a nice looking little boy, average in height and weight, well dressed, with no noticeable physical defects.

II. In class, B2's chief characteristic seems to be the great amount of interaction he has with whomever he is near. There is always lots of playing and punching back and forth with the next child at the table. He grins and smiles a lot and does a lot of playful teasing. Due to this, he is always the last to finish an assignment, and always has to hurry before the deadline to get his work finished. However, when he is pushed, he seems to concentrate and get down to business well.

In the reading circle, his behavior is very much the same. He seems to read fairly well but he is so busy with the child next to him that he is very often inattentive. When scolded by his teacher, he invariably responds politely and without hostility. Even though he talks a lot and kills time while working, he obeys the teacher promptly, with the same lack of embarrassment he shows when scolded.

In his relationships with the other children, he appears to get along very well with both boys and girls. He seems to feel quite free and easy in the schoolroom situation and has a relaxed, full of fun manner.

III. When questioned about school, B2 was rather noncommittal, but said that he enjoyed the summer program better than regular school and liked his teacher.

IV. B2's teacher feels that this is a child who enjoys socializing, talking, daydreaming, and having a good time. He rarely finishes his work on time but will do his assignments if left strictly alone. She feels that he is well motivated toward school and is eager to participate in class activities. When not playing, he is capable of doing very nice work. She feels B2 is very friendly and gets along very well with the other children. She remarked that he took scoldings beautifully and did not "hold a grudge." B2, she feels, is outgoing, and well adjusted, and is "like the average little boy--he likes recess best!"

Student = B5

Description of Home and Family: Mr. and Mrs. B5, parents of 7 year old B5 reside in a shiny white three bedroom house which is well kept, both inside and outside. Mrs. B5 explained that they were buying their house as no one would rent to them since they have nine children. It was necessary for the family to borrow money for the down payment which is like a second mortgage, and this has worked a financial hardship on the family. This house is directly across the street from a baseball diamond. The parents are Mexican, and Mrs. B5 is a very dark skinned woman who explained that her background is Indian. She is 41 years old and she has not one single gray hair in her jet black head. Lines in her face do denote age, but she does not look forty one. Mrs. B5 does not speak very good English, and 15 year old, daughter, who is a stunning looking girl with dark hair, big eyes and very long eyelashes came in to act as interpreter. Mrs. B5 understood most of what was said, but she sometimes had difficulty putting her thoughts into words. She would make such statements as "They pass out the fourth grade," meaning the child passed to the fourth grade. She has been in this country for almost twenty years. Mrs. B5 is of average height and build. She appears to be a hypochondrical person who immediately announced to the interviewer that she had a distension in the abdomen. She seemed preoccupied with illnesses during the interview. At the end of the interview, she called attention to her feet having a rash between her toes.

Members of the B5 family are listed as follows: mother, father, boy 18, boy 16, girl 15, boy 13, girl 11, girl 10, boy 9, girl 8, girl 7. The girl 75 is B5.

The mother stated that girl 7 is her best student. It must also be added that this family has been living in their present home for three months.

Developmental History: The mother states that her womb was tilted after the birth of girl 8, and she had been advised to have a hysterectomy. She wanted another child and refused this. When she became pregnant with girl 7, her last child, she had difficulty carrying her, but she had an easy delivery. Following girl's 7 birth it was necessary for her to have a hysterectomy. The mother likes children and always wanted a large family. She pointed out that she presently babysits because she likes children so much. It was observed that there was a young infant in the baby pen in the living room. She said her husband did not wish aolarge family.

As an infant, girl 7 fell off of the couch while boy 13 was supposed to be watching her. The mother stated that the child turned blue around the mouth and lost consciousness. They rushed her to the hospital, however, they were advised there was no injury. Mrs. B5 breast fed girl 7 for three months, but she did not have enough milk so she switched to the bottle. Mrs. B5 was very proud of the fact that thirteen year old boy took breast milk from her until he was over 2 years of age since she had delivered the next child and had plenty of milk. She stated she also breast fed a child adopted by her mother who is now 13 years old. Most of the children got a combination of the breast and the bottle, and it is noted that weaning diminished in length as Mrs. B5 had other children. For example, the eldest boy, weaned at 4 years. Boy 16 was weaned at 2 years and so forth. Mrs. B5 allowed no thumb sucking in her family and put chile on the children's fingers if they tried it.

Toilet training for girl 7 was begun at one year and accomplished with night time dryness at 2 years of age.

Girl 7 has had childhood diseases of chicken pox and measles. She has had no serious illnesses or injuries, other than the accident mentioned above. She has worn glasses for two years for crossed eyes. The mother considers her well coordinated and in good health with the exception of occasional sore throats in the winter time. Boy 9 has asthma, and girl 15 has hay fever.

The children always eat breakfast which usually consists of eggs and grits. the mother states that they had no money for milk or juice. They have no bedtime snack. She complained that it took a lot to feed them. Girl 10 is the only child who is a poor eater.

B5 is considered a very curious child. The sister said she will go up to strangers on the street and speak to them. She is very friendly, and she is very outgoing. They said that she definitely stands up for her rights, and she makes friends easily. The mother tells the children that babies are brought by the stork. In this three bedroom house, all of the girls sleep together in two beds. There are four beds in one room for the boys and the father. There are two beds in another room for boy 9 and his mother. Mrs. B5 said she sleeps in the room with boy 9 because he has asthma. She said the father doesn't like sleeping in her room. She also stated that boy99 has nightmares.

Girl 11 is considered a very nervous child. She bites her nails, and when she was young she usedto chew the skin off of her arms.

Mrs. B5 states that she has very little control over the children. She always has to have the father discipline them when he comes home. He spanks the small children, and he talks to the older ones and then takes away their priviledges of going out.

Five of these children have failed grades. Girl 15, who was present during the interview, failed the first, third and fifth grades. She does not appear to be retarded, as she speaks very intelligently and is quick. She was placed back in the first grade because of the language difficulty. She had been going to school in another state, a Spanish-speaking school. It is also noted that the children have many absences from school. The mother is illiterate, having gone to school only three months because her mother wanted her to stay at home and do the home work. The husband went to the sixth grade in school. She has never taken the children to the library, and they seldom go on their own. The books which they have in their home consist of law text books and also a series of books on mechanids. The mother wants the second son to be a lawyer. They hope that the boy, the oldest who is eighteen and in the tenth grade, will be a mechanic like his father. She wants all the children to finish high school, however, she said they had no money for college. The father helps occasionally with the studies which are usually conducted after dinner.

Family Background and Relationships: Mrs. B5 is the oldest of three children, who, as previously stated, was kept home by her mother from school. She stated that she looked after her younger siblings, and from 7 years of age she has had a hard life making her own way. Her mother was a midwife and left many of the household chores to her. This included the making of tortillas; sweeping of the street, and carrying of water. Mrs. B5 said she had no time for play, and she did not know what dolls were. Mrs. B5 was told as a young child that her father was dead, however upon growing to adulthood she learned that he was in prison for having killed her mother's lover. The mother is 58 years of age, and from her profession of being a midwife she took in three other children whom she never legally adopted. One girl is 25 years of age. The other two are 13 and 8 years old. Mrs. B5 has pictures of these persons in her living room along with her family pictures.

Mrs. B5 was so willing to talk about her own family background that it was difficult to stop her. She describes herself as being a very moody, nervous person at times who takes tranquilizers. She states that when she gets too nervous she goes outside to cool off. Mrs. B5 was born in Mexico. She plans to become a U. S. citizen. She showed me her immigration papers. datedThe father, who is also Mexican extraction, is a U. S. citizen. He is one of twelve or thirteen children, and the mother did not seem to know very much about his background. This family lived for 12 years in Texas, and they have been living in New Orleans for 8 years. The father's employment, work on commission, varies from $70.00 to $200.00 a month. This works quite a hardship on this large family, however Mrs. B5 is able to get the children into some of the Charity Hospital clinics. Some of them are in need of tonsillectomies, and she is unable to afford private care for this. Her hopes for the family for the future are that they will "pass good times and will not suffer".

Impressions: This is a family with a complaining, sick mother. It seems that all of the association with babies and children is an attempt to secure mothering for herself. The social climate in this home is quite impoverished, and the language and cultural barriers have deeply affected some of the children. The two older children, however, did not seem to be so unhappy. The mother is certainly miserable.

Charlotte Jenkins, ACSW

Student = B7
Negro male

I. B7 is very tall forhhis age and rather thin. He is always cleanly and neatly dressed.

II. In class, B7 works quietly and seriously and seems to have a diligent air about him at all times. While the other boys at the same table talk or play B7 sits quietly and works steadily away, ignoring the other children, However, he seems to get along well with the other boys. After doing a piece of work, he will often bring it to TC for approval and seems quite pleased with any attention he receives.

In the reading circle, he reads slowly and haltingly but in a loud voice, and is prompted at times by the other children. He seems to pay attention well and when given assignments to do, he gets up promptly and starts work, without wandering around the room as some of the others will tend to do.

He was quite cooperative during the Vineland interview, and despite his usual quietness, was quite talkative about his family and daily life. He seems to be a very sweet child with mature attitudes for his age.

III. When asked about school, B7 said that he preferred summer school to the regular session because of "the reading and the treats." He likes TC too and said that he could play more in the summer.

IV. TC expressed the opinion that B7 is a very quiet child who is "all business" about school. He takes his work very seriously, pays attention well, and tries very hard at everything he does. In fact, she said he tries so hard sometimes that he stumbles over words he already knows. She feels he is probably an "over-achiever". He is cooperative, "easy to get to," and responds warmly to attention, wanting to please. She says that he gets along well with the other boys and has a lot of fun on the playground, but once inside the school room, he is "back to business."

Student = B8
Negro female
Age 6

I. B8 is tall for her age and rather thin for her height. She is well dressed and extremely neat and clean.

II. B8's chief characteristic in class is her extreme inattentiveness and easy distractibility. She rolls her eyes constantly around the room and has a blank, far-away expression most of the time. She wiggles constantly in her chair and sits in all sorts of odd postures, hanging her head over the desk, leaning over the side of the chair, etc. She often stands up and looks around for no reason. In addition to numerous random movements of her body, she makes facial gestures frequently, puffing out her cheeks, smacking her lips, sticking her tongue out, chewing on crayons. In addition, she moves her lips frequently, and it appears that she is either fantasying or singing to herself. In her relationships with the other children, she seems to want friendships but lacks the skills for them. When doing work at her desk, she often grabs a pencil or crayon from another child with no explanation. She watches what the other children are doing frequently, but doesn't seem to be copying them, as she doesn't continue with her own work.

In the reading circle, she is very restless and inattentive also, but reads well in a low voice, when called upon. She also follows directions fairly well and seems very pleased when she is recognized for doing a good job. She smiles a lot in a shy manner during the reading session. During the Vineland interview, she seemed very pleased to answer the questions and appeared to appreciate the special attention. However, she again exhibited a marked degree of inattentiveness and high distractibility, even though she was receiving close attention. Her bahavior in class is somewhat contradictory, in that she will aggressively take another child's pencil one minute, and appear extremely shy the next.

III. When asked how she liked the summer program, she replied that she liked it a lot better than the regular school session, since she "could play more." She also said that she liked TC very much.

IV. B8's teacher characterizes her as a very inattentive child "who is willing to do anything but work." In addition, if the work is difficult, she will not try at all and gives up very soon. She participates very little in class activities unless especially called upon and takes a very long time to get simple assignments done. She feels that B8 has a very limited attention span, but will sometimes surprise her by "suddenly getting interested in something" or giving an unexpectedly bright answer. TC admitted that B8 sorely tries her patience and that she must watch her temper with her. She feels that B8 enjoys the other children and has fun with them, but is often shy. At times too she is very "grabby" and "takes what she wants when she wants it."

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